DOCUMENT RESUME

ED 211 102 IR 009 930

AUTHOR Hamilton, David D.
TITLE Regional Resources for Scottish Schools.
INSTITUTION Scottish Council for Educational Technology, Glasgow.
REPORT NO ISBN-0-86011-025-7
PUB DATE 80
NOTE 202p.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Educational Equipment; *Educational Resources; Elementary Secondary Education; Foreign Countries; Instructional Materials; *Learning Resources Centers; *Library Services; *Teacher Centers
IDENTIFIERS *Scotland

ABSTRACT

A series of interviews of education professionals was conducted in 12 regions of Scotland to gather information on the resource provisions made by education authorities, and to examine the extent of resource centers in the schools. This report details the range of teachers' centers, resource centers, resource collections, and equipment banks within each of the surveyed regions. Insight into the way in which geographical problems are being solved in scattered communities is provided by more detailed descriptions of smaller regions and island authorities. Areas included in this report are the Borders, Central, Dumfries and Galloway, Fife, Grampian, Highland, Lothian, Strathclyde, and Tayside Regions, and the Orkney Islands, Shetland Islands, and Western Isles Islands Areas. (MEB)

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REGIONAL RESOURCES FOR SCOTTISH SCHOOLS

by

David D. Hamilton

S.C.E.T.

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Published and distributed by the
Scottish Council for Educational Technology
Dowanhill
74 Victoria Crescent Road
GLASGOW
G12 9JN

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First published 1980

ISBN 0 86011 025 7

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Acknowledgements

I wish to thank the hundreds of people—members of the Directorate, Advisers, resources centres staff, librarians, teachers etc.—who gave their time to talk with me about their work. Without their assistance and co-operation this book could not have been written.

I am similarly grateful to a number of individuals: to James S. Meldrum who edited the document and whose advice, encouragement and knowledge were always of value; to Richard N. Tucker, Scottish Council for Educational Technology, to whom I was responsible for the day-to-day running of this project and who was continually willing to listen and help; to Ann Drummond who typed this document with patience and skill; and to Brian Cameron and Douglas McBride for their graphics work.

1st March 1980

DAVID D. HAMILTON

Foreword

In September 1976 the Educational Technology Committee of the Scottish Council for Educational Technology discussed the importance of developing a network of resources centres serving primary and secondary education in Scotland.

Further examination indicated how little evidence there was available on the extent of resource provision at school, regional and national levels. In September 1977 the Resource Liaison Project was established with a researcher, David D. Hamilton, and a Steering Group chaired by Mr. James S. Meldrum.

The project set out to gather information on the resource provision made by the education authorities, the extent of the development of resources centres in schools, and the views and awareness of the unpromoted teachers of this provision.

As part of this exercise the Steering Group devised a wallchart and booklet entitled "Sources and Resources: A Guide for Scottish Schools" which was published by SCET in the Autumn of 1978.

The first part of the researcher's work is contained in this volume, which presents, for the first time to our knowledge, an objective report on the resource provision within Scottish authorities. Though it is inevitable that changes will have taken place since the research was completed it is still considered valuable to publish these reports.

In the reports on the smaller regions and island authorities considerable detail is included which is omitted from the reports on the larger urban areas. This is quite deliberate as it is considered that these more detailed descriptions give an interesting insight into the way in which geographical problems are being solved in scattered communities.

It is recognised that there will be a temptation for Scottish readers to concentrate their study of this report on their own areas and for other readers beyond Scotland to pick the sections that might show most promise of having relevance to their own situations. However, we exhort them to read all the reports as one of their most interesting and instructive features is the variety of ways in which similar educational needs are met in different areas.

SCET joins with the researcher in thanking all those who gave so readily of their time during the gathering of the information for this report and to the Council for Educational Technology for the United Kingdom who contributed both finance and advice to the overall Resource Liaison Project.

R. B. MACLUSKIE
Director
Scottish Council for Educational Technology
March 1980

Introduction

Local government in Scotland was restructured from 16 May 1975. In place of the counties came nine mainland authorities—Borders, Dumfries and Galloway, Central, Fife, Grampian, Highland, Lothian, Strathclyde, and Tayside. In addition three island area authorities were created—Orkney, Shetland Isles and Western Isles. Each of these twelve regions was given responsibility for the administration of education within its own boundaries. Within the regions, a second tier of local government was constructed at the district level, e.g., in Highland Region there are eight districts, within Strathclyde Region there are nineteen districts. As one would have expected, a great deal of educational re-thinking and re-organisation took place at this time.

One of the fields to be affected was the provision of resources to schools by the authorities. The part played by resources in teaching should never be underestimated. Teachers have always used resources. They have always depended upon teaching aids which would assist the learning process. In the early days these were slates, counters. Later, scrolls. And then books. Now, their number includes overhead transparencies and video-cassettes. As society has advanced so teaching tools have changed. However, regardless of these changes, the teacher has remained constant, a stable figure in a world torn 'twixt tradition and technology. So too the teachers' worries have essentially remained unaltered. How best can they facilitate learning? How best can they aid the growth, mental and moral, of the child? How best can they ensure that the child, starting in life, suffers from as few disadvantages as possible?

Working in the primary and secondary schools of Scotland today, the teachers may face the same problems as their predecessors of old, but their methods of dealing with these difficulties may differ. For example, developments in resources can occasion alterations in approach. How could it be otherwise? The child of the 1980s learns from his peers; from his records and tapes; from the radio; from the television. He is, in effect, one of McLuhan's TV-tribal children, an aural, tactile being. If, when he goes to school, all he sees in front of him is the visual, literate, print-minded teacher, he will inwardly question. If he is forever taught in subjects with everything fragmented, departmentalised, categorised, he may be bored and he may then reject. And the rejection may be total. It, therefore, is essential that the teachers in our schools be made aware of what is there to help them beyond their own classroom walls.

To this end the Scottish Council for Educational Technology decided that it would be of advantage if a document could be prepared detailing how each region organised its resources provision beyond the school level, i.e., the kind of resources provision centrally available within each region to help the teacher requiring assistance. Since the local government changes in 1975 little has been written on how the twelve administrative areas have organised central resources for primary and secondary schools. Certainly some of the regions have produced documents which do provide general guidelines but the kind of detailed information necessary to produce a full picture of the provision of regional resources relevant to schools in Scotland was not readily to hand.

Accordingly, it was decided that the best way to provide this picture would be by a series of interviews within each of the regions. Because of the uncertainty over what was likely to be found, it was decided that these interviews would be of a "focused" nature with a small number of open-ended questions around several major topics, thus combining limited direction within a flexible structure. The objective of these interviews was to acquire the factual information to write reports which would give details of all the teachers' centres, resources centres, resources collections, equipment banks etc. within each of the regions. However, it was also intended that the interviews would provide information on the work done by Subject Advisers and groups producing materials for use in schools, on the audio-visual equipment held in schools and on the local School Library Service. In other words, the general aim was to describe what was available centrally in terms of software and hardware within each region for the classroom teacher.

Problems, of course, arose. Travel and time problems had been expected. However, it was not mere miles and hours that contributed solely to the difficulties experienced in this part of the research. It was also the number of people who had to be interviewed. Originally, it had been anticipated—somewhat optimistically—that a talk with the local "Adviser in Educational Technology" or, if no such person existed, a discussion with an official from the Directorate with responsibility for resources would suffice. Nothing could have been further from the truth. Quickly, it became apparent that in order to gather the required information, School Library Service staff, Subject Advisers, Supervisors and Organisers at the various teachers' centres, all had to be interviewed. Each region proved different. For example, although in Orkney it was possible to get a full description of what was available by talking with two people, in Grampian, the figure was twenty-one. In none of the regions did one person appear to have a full knowledge of what was happening and how things were organised.

Some other points should be noted. Firstly, all these reports which were written in the summer term of session 1978–79 have been checked with the interviewees who were given full editorial powers. This was done in order to ensure as much factual accuracy as possible. However, one drawback of this method has been that, although the reports are, to the best of my knowledge, true, they do not necessarily reflect the whole truth. For example, in one of the regions there exists a resources centre of which no mention will be found in this research. The reason for this is political and the request from the region to delete any reference to this centre has been complied with. Similarly, a handful of interviewees, acting entirely properly within the terms of agreement established prior to our talks, have used their editorial rights to remove sections from the reports which, perhaps, did not reflect favourably on their organisations.

Secondly, it will become clear to any reader that what is contained in this document is almost entirely propositional knowledge. There is no evaluation. There is little critical comment. The gaps within the systems have rarely been mentioned, let alone highlighted. Nevertheless, these documents are not as anaemic as perhaps they have been made to sound. They contain a welter of information which gives a revealing picture of how each region organises its resources.

However, it is conceded that omissions and gaps undoubtedly exist within this report For example, the regional reports apply mainly to resources for primary and secondary schools. No investigation—for reasons of time and money—has been undertaken of other areas of the education sector, e.g., special schools, further education, although the items held in the various centres, the School Library Service material etc. are available to all teachers regardless of their specific teaching responsibilities. It also must be stressed that what follows in no way provides a comprehensive list of the centres to which a teacher can turn for help. The document is restricted to detailing only what the regional education authorities provide for their schools. There are many other places to which a teacher can look for assistance, most notably the five national curriculum development centres. These centres are all based in colleges of education. Those serving secondary education have, at the time of writing, main responsibilities for English (Moray House, Edinburgh); Mathematics, Science and Technical Education (Dundee); Modern Languages (Aberdeen); and Social Subjects (Jordanhill, Glasgow). The Primary Education Support Service is housed at Callander Park, Falkirk.

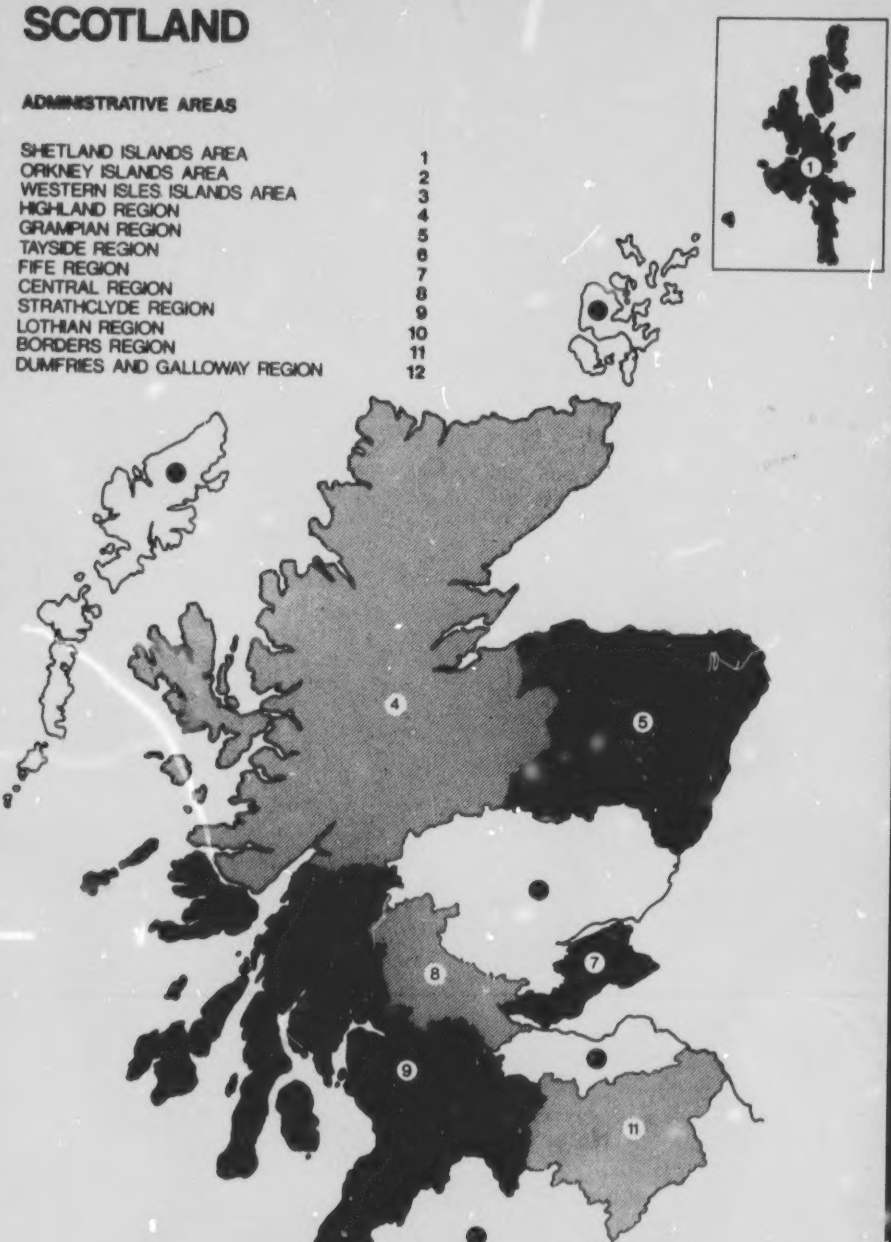
Furthermore, it is acknowledged that some—although, hopefully, very little—of the information contained herein is already out-of-date. There is no way of guarding against this happening for change is always taking place. However, by setting a dateline of June 1979, an attempt has been made to impose uniformity on the reports. The succeeding pages provide an account of what the education authorities have made available for teachers and schools within their area. It is hoped that this information is both of interest and of practical value while at the same time providing an historical record of regional resources provision at the end of the decade.

11

SCOTLAND

ADMINISTRATIVE AREAS

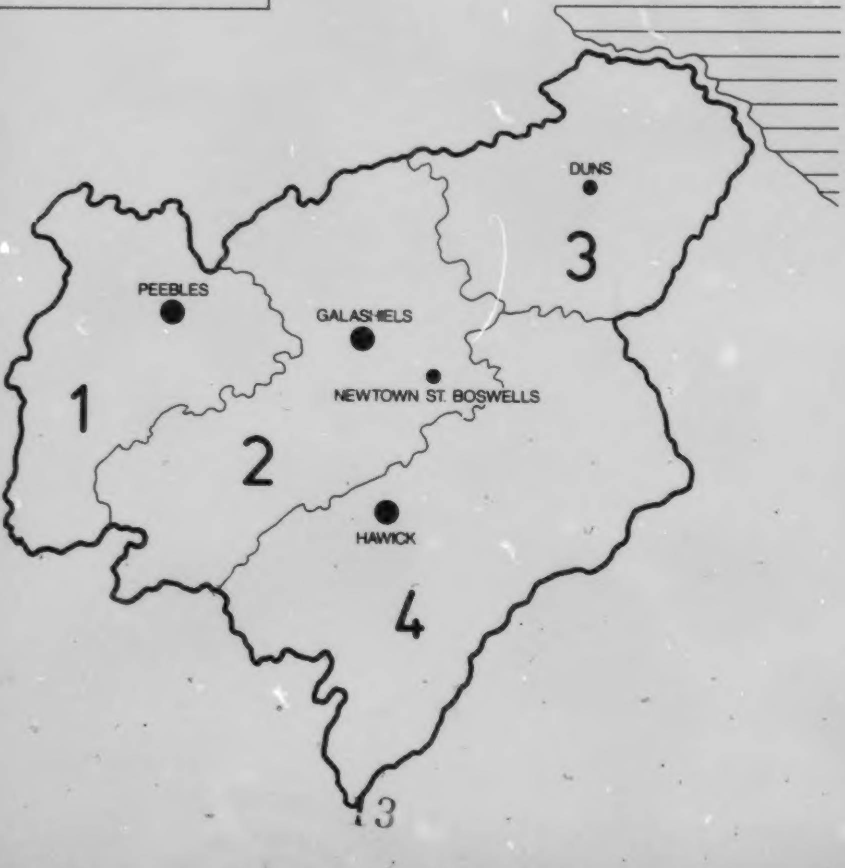
SHETLAND ISLANDS AREA	1
ORKNEY ISLANDS AREA	2
WESTERN ISLES ISLANDS AREA	3
HIGHLAND REGION	4
GRAMPIAN REGION	5
TAYSIDE REGION	6
FIFE REGION	7
CENTRAL REGION	8
STRATHCLYDE REGION	9
LOTHIAN REGION	10
BORDERS REGION	11
DUMFRIES AND GALLOWAY REGION	12



BORDERS REGION

ADMINISTRATIVE AREAS

1 Tweeddale
2 Ettrick & Lauderdale
3 Berwickshire
4 Roxburgh


DUNS
3
PEEBLES
GALASHIELS
1
NEWTOWN ST. BOSWELLS
2
HAWICK
4

Borders Region

The Borders Region, with a population of just over 100,000, was formed by the union of the former counties of Roxburghshire, Selkirkshire, Peeblesshire, Berwickshire and part of Midlothian. Today, it consists of the districts of Tweeddale, Ettrick and Lauderdale, Roxburgh, and Berwickshire. It has 88 primary schools and nine secondary schools scattered throughout a rural landscape of gently rolling hills and pleasant county towns, only two of which—Galashiels and Hawick—have populations in excess of 10,000 inhabitants.

1. TEACHERS' AND RESOURCES CENTRES

(1) Duns Teachers' Centre (Duns 3738)

This Centre is in a ground floor room of the Agricultural and Technical Centre, Newton Street, Duns. The items there have been gathered together by the Primary Education Advisers and are suitable for primary schools. The Centre which was established in 1975 is intended for schools within eastern Roxburghshire and Berwickshire. It is open from 9.00 a.m. until 5.00 p.m. on weekdays and also one evening a week when an Adviser is in attendance. There is no full-time staff and a visitor simply notes in a book what has been taken and when it is returned.

The collection contains books, wall charts, posters, filmstrips, games, maps, audio-cassettes, project kits, learning packages, teachers' reference books and periodicals. The only hardware housed there is a slide projector and a cassette recorder, neither of which can be taken away as they are intended to enable the teacher to preview the software items. No list of the holdings is available, it being considered that the stock is changed so frequently that such a list would be of a limited value. Details of the Centre, however, are given in the *Education Bulletin* which is issued regularly from Regional Headquarters.

The Centre is quite large and can hold meetings of 20 or so people. Coffee and tea-making facilities are available.

(2) Easter Langlee Teachers' Centre (Galashiels 3873)

This Centre is in a ground floor room of Easter Langlee Primary School, Marigold Drive, Galashiels. No resources other than a collection of language materials suitable for primary school teachers are housed here.

The Centre is used for two main purposes. Firstly, it provides a central base for in-service training within the Region and many courses, both for primary and secondary teachers, are held here. Groups of 40 people can be accommodated. Coffee and tea-making facilities are available as are lunches from the school kitchen staff who are on the premises. Secondly, the Centre occasionally contains publishers' exhibitions, news of which is given in the *Education Bulletin*.

The room is open during weekdays in the school term from 9.00 a.m. until 5.00 p.m. There is no full-time staff.

(3) Peebles Teachers' Centre (Peebles 20238)

This Centre is housed in a former classroom of Halyrude Primary School, Old Church Road, Peebles. It contains items for primary school use which have been assembled by the Primary Education Advisers from their cash allocation. The Centre, which covers the Tweeddale District, is open from 8.45 a.m. until 5.00 p.m. on weekdays during the school term. There is no resources staff here although a school auxiliary has a degree of responsibility for the day-to-day running of the Centre. One night a week a Primary Education Adviser is available for consultation and advice. A book is available in which any borrower records what has been taken and when it is returned.

The software comprises books, posters, learning packages, SRA laboratories, commercial catalogues and a small collection of teachers' reference material. The area covered is the entire primary range, there being no secondary stock held. No hardware can be borrowed, and again there is no list of the software available.

The Centre can accommodate meetings of approximately 20 people. Coffee and tea-making facilities are available and there is a coffee table and easy chairs. Lunches can be served from the kitchen attached to the school.

(4) Hawick Teachers' Centre (Hawick 2637)

This Centre is in an upper room of the Area Library, North Bridge Street, Hawick. The items here which are for the use of the primary schools in Selkirkshire and the western part of Roxburghshire have been assembled by the Region's Primary Education Advisers. The Centre is officially open on Mondays, Wednesdays and Fridays from 9.00 a.m. until 7.00 p.m. However, entrance can always be gained during normal library opening hours. There is no full-time staff at the Centre but, on Monday evenings, a Primary Education Adviser is in attendance.

The resources at Hawick include books, charts, posters, games, learning packages etc. and are suitable for all ages in the primary sector. A slide projector and a cassette recorder are available but only for viewing and listening purposes not for borrowing. No list is kept of the software held here.

Coffee and tea-making facilities are available at the Centre.

(5) Resources Production Unit (Galashiels 56426)

This unit based at Galamoor House, Netherdale, is directed by one of the Primary Education Advisers. It was established under the STEP scheme and began work in January 1979. There are five people in the unit—two qualified teachers, one illustrator, and two clerical assistants—and their aim is to produce teaching and learning materials for schools.

At present only print materials (worksheets, display cards, games etc.) are being manufactured but shortly this will be extended to include audio cassettes. The age range covered is from Primary 1 to Primary 7 and special classes, and the curriculum areas are mainly language and mathematics. The products, although lacking the professional finish of a commercial organisation, are nevertheless visually attractive and of good quality.

A catalogue detailing 150 items prepared by the Unit has already been circulated to the schools in the Region (one copy to each head teacher and additional copies for the larger primaries). The response both in terms of orders and suggestions for new productions has been encouraging.

(6) Environmental Education Resources Unit (Galashiels 56426)

This Unit which was established under the STEP scheme in October 1978 is directed by the Adviser in Environmental Education. It is based at Galamoor House, Netherdale, and consists of 11 people (Production Manager, Unit Secretary, Researcher, three Technical Writers, Artist/Illustrator, Photographer, Cartographer, Technician, and a Production Assistant).

The broad aim of the group is to produce Environmental Education materials to help the classroom teacher. These materials will include information sheets, pamphlets, books, models, photographs, tape–slide presentations, learning packages and games. These will all relate to the Borders Region. At present there is little available in terms of Local Studies items for schools, one of the reasons given being that, since there is neither a local university nor college of education, not much work on source material at the district level has been done. The Unit so far has concentrated on the Border towns and produced topic sheets, booklets, etc., all of which have accompanying worksheets. These are suitable both for the primary school teacher as an information base for lessons and for the secondary school pupil as learning material. It is also intended that some of the publications will be made available to other education authorities and to the general public. Great stress has been placed on high-quality productions within the Unit and there is little doubt that the excellent illustrative and photographic work helps to make the material both visually attractive and commercially viable.

A catalogue will be prepared as and when the collection increases. This will be distributed to all schools, both primary and secondary.

(7) Addenda

Some of the Advisers have resources collections of their own which are available to schools.

(i) *Film Strip Library.* This has been built up over the years by the Primary Education Advisers from their cash allowance and is kept in the Education Offices at Newton St. Boswells. It consists of approximately 600 filmstrips, most of which are suitable for primary schools and cover the whole subject range. A catalogue, whose second edition was published in August 1978, has been sent to every headteacher in the Region. The larger primaries and all the secondaries have received several copies.

Teachers are encouraged to order from the Primary Education Advisers by post giving as much notice as possible of when the items are required. The loan period is 14 days. Delivery is normally by post but, on occasion, it may be done by an Adviser.

(ii) *Record Library.* This Library, consisting of both classical and light music, has been built up over the years by the Adviser in Music. A catalogue detailing the items has been sent to all the schools in the Region. Delivery and loan arrangements are similar to those for the filmstrip collection.

(iii) *Prints Library.* A small collection of prints, each of which is accompanied by a kit with information sheets, worksheets etc., is available from the Primary Education Adviser. At present, since the number of prints/kits is so small, no list is available and they are circulated privately by the Advisers amongst a number of schools. However, this collection is being increased and it is hoped to extend this service shortly to every school in the Region and to publish details of what is available.

2. ADVISERS

There are Advisers in Environmental Education, Health and Safety, Music, Outdoor Education, Physical Education, Primary Education, Remedial Education, and Religious Education. There are Assistant Advisers in Music and Primary Education (2). There are subject panels in Geography, History, Home Economics, Modern Languages, Modern Studies, Science and Technical Subjects. These meet regularly. The membership of these groups consists of principal and assistant teachers. So far only the Geography working party has produced material that is available for use in the Region's schools, but History and Science are in the process of doing likewise. In some of the other subject areas, there are occasional meetings, e.g., Art, Music, Physical Education etc.

3. EQUIPMENT IN SCHOOLS

There are no resources centres in any of the Region's schools. However, seven of the secondaries have VCRs. As yet this equipment has not been standardised so the video-cassettes from one school do not fit the machines of all the others. There is no inter-borrowing of such cassettes by schools nor does the Region have a central video-recording unit.

One of the secondary schools has an audio-visual technician. The other secondaries have a Science technician (some have two), who has a small measure of responsibility for the upkeep of audio-visual equipment. In the case of breakdowns, if the technician cannot repair the hardware, then a commercial firm is called in. There is no central servicing agency for the Region. There is, however, a small central stock of hardware held by the Adviser in Primary Education available for schools to borrow.

All the secondary schools receive a *per capita* allowance and a teaching equipment allowance. The latter is used more often than not for audio-visual equipment but the decision lies with each individual school as to which items to buy and, indeed, whether to buy. The school decides its own priorities. The Region does not impose them.

4. SCHOOL LIBRARY SERVICE

Within the Borders Region the Library is an integrated service, covering all sections of the community—including schools. A Regional School Library Service does exist in the sense that it is an integral part of the complete service but it is at an embryonic stage. At the time of regionalisation the decision was taken that the Library Service should be administered by the Education Department. Although part of the Education Department, it does have a completely separate budget administered by Regional Library Headquarters in Galashiels.

The Library Service to schools is currently Area-based in that the four Area libraries, i.e., Duns, Galashiels, Hawick and Peebles, provide a service to schools in their districts. Area book funds are allocated initially in proportion to population served—children getting the same allocation per head as adults—but other weighting factors are taken into account, such as the number of rural schools and the need to provide proportionally more books per child in such areas. Plans for the further development of the library and resource services to all schools do exist but they do not envisage any separation from the present integrated service.

(1) Duns

The Area Library is in Newton Street, Duns (Duns 2338), and covers Berwickshire. This area has 24 primary schools and three secondary schools. There is no Schools Librarian, the previous holder of this post having resigned in August 1976 and no successor having been appointed. Library provision to the schools is the responsibility of the Area Librarian and his staff.

All the schools receive a book allowance in addition to a *per capita* grant and are, therefore, able to increase their own library stock. This they do without consulting the Area Librarian. There are no professional librarians in any of the schools (one of the secondaries has an auxiliary with a library responsibility) and library administration is carried out by teachers. Official links exist between the Area Library and the primary schools but not between the Area Library and the secondary schools. However, it should be noted that secondary teachers do make considerable use of the inter-library loan facilities and of the bookstock available at the Area Library. In both cases, however, they must visit the library; the liaison service vanished with the Schools Librarian's departure.

Two services are offered to the primary schools, all of which have a small book collection of their own:

(i) *A Box Service.* This is the supply of books, fiction and non-fiction. Its purpose is to top up the school's own stock twice per year. The number of books with which each school is provided is apparently decreasing due to lack of finance and interest.

(ii) *Project Kits.* These are made up to order. A teacher can call or telephone in a request for a kit on a particular topic and the kit will be prepared. These consist almost entirely of book material as there are no audio-visual items. There are no pre-packed kits as there is insufficient stock to tie up in this manner. The loan period is generous—usually as long as the teacher wants the kit. This facility is not over-used.

No catalogues or lists are available to the schools. The contacts between the Area Library staff and the teachers are limited to the occasional personal visits by the latter. The onus is very much on the individual teacher to seek out the service and make demands known.

Delivery methods are:

(i) the teacher calling and picking up the items.

(ii) the Regional delivery van from the Library Headquarters in Galashiels which works in the Duns area on Tuesdays.

(iii) occasional use of the Mobile Library Vans (there are two in operation).

(2) Galashiels

The Area Library which is in Lawyers' Brae, Galashiels (Galashiels 2512), covers the surrounding District of Ettrick and Lauderdale which is part of the former counties of Roxburghshire and Selkirkshire. There are 21 primary schools and two secondary schools within this locality and provision of books to these schools is the responsibility of the Area Librarian and her staff. The material which is available to the schools comes from the Area Library stock. No separate allocation is made for School Library material as opposed to Junior Library material nor, indeed, is there a fixed sum laid down for the Junior Library allowance. The Area Librarian decides how much should be spent within each sector of the library.

Both secondary schools have libraries of their own. Neither has a Schools Librarian and the libraries are administered by teachers. The items for the school library are chosen by the school itself without consultation with the Area Librarian. In fact, links between the two secondaries and the Area Library are tenuous and are usually restricted to the occasional request for material for an 'A'-level or Sixth Year Studies student working in the Social Sciences.

All the primary schools have class libraries of their own except, of course, in the case of the small one or two teacher school where a central book collection is the norm. However, only one of the larger primaries has a central library. As with the secondaries, the schools choose their stock from the commercial catalogues without reference to the Area Librarian.

The services offered by the Area Library to the schools are as follows:

(i) *Project Kits.* These are made up on request although at present some kits are being prepared which will be available immediately, i.e., pre-packed. The material is nearly all books although some kits have filmstrips and slide sets included. There are no set times of the year for ordering and returning and, normally, they may be kept as long as required. The kits are usually despatched within a fortnight of the receipt of the order. This service is available to primary schools and S1 and S11 classes in secondary schools. However, it is seldom that a secondary class makes use of this facility and the 80 kits which were issued last year all went to primary schools.

(ii) *Exchange Collections.* These collections of books are available to all the primary schools. The Area Librarian contacts each school and finds out if there are particular requests. Then, she prepares a variety of books, fiction and non-fiction, which cover a range of ages and interests. These are delivered to the school and to each class. On average, each pupil is allowed one/two books per visit and these become part of the class library. These exchange collections are altered twice per year. The books for the class are predetermined by the Area Librarian. The children do not choose their own books although, clearly, there is quite a wide selection available within each class.

(iii) *Picture Loans Scheme.* Prints are available to each school (one picture per school). They are changed round automatically each term.

(iv) *Story-Telling Sessions.* This service, together with the occasional quiz and competition, is available to all schools. It is not a regular feature of library work but it is hoped to expand it in the future.

Lists exist giving details of the project kits and the picture loans. However, the former compilation is now somewhat out-of-date and the Area Librarian relies on personal visits to relay details of this service. The list of picture loans has been sent to each primary school but few requests have resulted and so the pictures are changed round every term.

The order and delivery system is simple. The teacher contacts the library which then prepares the kit. It is delivered by the Regional delivery van which works in the Galashiels area every Wednesday. This van also is responsible for despatching and uplifting the exchange collections. Of course, any teacher may call in at the library and personally collect the order.

(3) Hawick

The Area Library which is in North Bridge Street, Hawick (Hawick 2637), covers the Roxburgh District. There is a Children's Librarian who is based in Hawick and is responsible also for school material in the whole area. There are 27 primary and three secondary schools.

The same librarian is also in charge of the Junior Library which is in the basement of the Library Buildings in Hawick. She receives a variable annual sum which is used to supply both the library section and the school service. The items bought are always books. The primaries and secondaries all receive a book allowance as well as their *per capita* grant.

All the primaries have book collections of their own and sometimes these are quite large ones. Administration is done by the teachers who buy in the books themselves often without seeking guidance or help from the Children's Librarian. In the three secondaries there are libraries. The two secondary schools in Hawick and Jedburgh share a Library Assistant while library administration in the remaining establishment is in the hands of an interested teacher. All the secondaries buy their own material without consulting the Children's Librarian and have little contact with the library service beyond sending down the occasional Sixth Year Studies student with specialist requests. At present there is no delivery of material from the Area Library to the secondary schools.

The services offered by the Area Library to the primary schools are as follows:

(i) *Class Collections.* Each class can, if the teacher wishes, receive a collection of fiction and non-fiction material. The Children's Librarian gathers the books together from the school collection. *All* the classes in a school can have this service and the teachers are encouraged to come in to Hawick and help choose the items themselves. The number of books per class averages around 50 and in only one school are all the books gathered together in a central collection. Otherwise, they remain within the room of the class which uses them. One recent feature of this service is that there has been a slight trend away from non-fiction material, the teachers requesting more and more fiction work. These collections may be changed every term and this is done at least twice per session.

(ii) *Project Collections (or Kits).* Teachers may call or telephone in with requests for project material on a topic area. The Children's Librarian then gathers together suitable material which will include both Junior Library stock and school material. This session 20 such kits have been prepared and each kit contains around 15 books. There are no pre-packed kits, it being the Children's Librarian's view that, lacking sufficient stock, staff and facilities, it is better to have the books on the shelves in order that the choice there be as full as possible.

(iii) *Class Visits.* Visits to the Junior Library by classes are encouraged. It is more usual for older groups to come and they receive instructions on how to use the library. If younger classes are brought their visits are supplemented by story-telling. Classes may come as seldom as once a year or as often as once a month.

(iv) *Story-Telling Sessions.* The Children's Librarian has story-telling sessions in primary schools introducing children to books etc. This service is confined to Hawick.

No catalogues or lists are circulated of any of the items. The order system is simply a visit, letter or telephone from a teacher. The class and project collections are delivered by the van from the Regional Headquarters at Galashiels (it works the Hawick area on a Friday) or by the Children's Librarian. Teachers may also call and collect the stock themselves.

(4) Peebles

The Area Library is in the Chamber's Institute, High Street, Peebles (Peebles 20123), and covers the Tweeddale District of the Borders Region which, to all intents and purposes, is the former Peeblesshire, a very rural county.

There are no school libraries in the 16 primary schools in this area nor is there a Children's Librarian. However, what exists in all the schools is a volunteer centre manned by the school secretary or a teacher. These centres amount to little more than book corners within the schools, but they contain not just the school's own stock but also *all* the material which the Area Library sends out.

There is only one secondary school in this area and it has no permanent library staff. Anyone wishing anything from it simply helps himself. There is no direct contact between the Area Library and the school, the only tenuous link being the occasional arrival of a student requiring specialist material, almost certainly for a Sixth Year Studies course.

All the schools have library stock of their own which has been gathered together over the years from the *per capita* allowance and a book grant. When a school purchases any software, it is unusual for the Area Library to be consulted.

The material which the Area Library sends out to the primaries and, therefore, to the volunteer centres is as follows:

(i) *Book Boxes.* These include both fiction and non-fiction material to supplement the school's own collection. The stock is changed over every school term. During the holidays, the volunteer centres are not usually open (unless there is a willing janitor at hand!) and so the changeover normally takes place prior to the vacation.

(ii) *Topic Boxes (or Project Kits).* These are already made up and consist almost entirely of books. The Area Library holds 38 such kits, most of which are for the P 3/7 age range. The contents of these boxes are never broken up, the reason being there is no staff to undertake this task. The kits are borrowed for a term at a time and there is an informal limit on the number of kits that may go to each school. A list of all the kits, including details of their contents, is issued. There has been no up-dating of this stock since regionalisation.

(iii) *A Jackdaw Collection.* This is very small and is available on request.

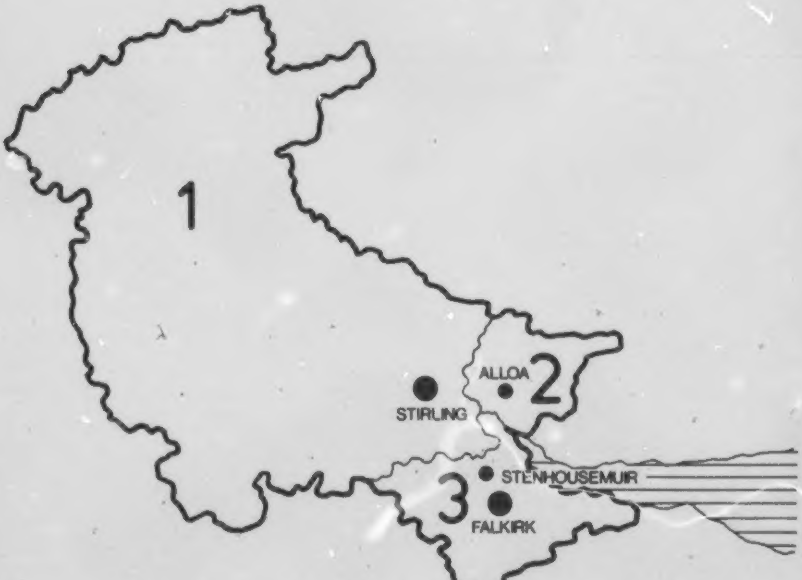
The only list circulated is of the topic boxes and one copy goes to each of the primary schools. The delivery system used is the local school buses. The Area Library contacts the drivers to tell them that there are boxes awaiting delivery and they call and uplift the goods. They are returned in exactly the same way for the buses are calling daily on the schools.

The Peebles Area Library also has unofficial links with the other Area libraries in the Borders Region and, should a teacher wish a project kit on a subject not available at Peebles, enquiries will be made to see if the request can be satisfied elsewhere. However, it is noteworthy that the Area Library here does *not* prepare kits itself to order, the sole reason being lack of staff. What happens is that the other areas are contacted for assistance.

CENTRAL REGION

ADMINISTRATIVE AREAS

1 Stirling
2 Clackmannan
3 Falkirk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2
3
ALLOA
STIRLING
STENHOUSEMUIR
FALKIRK

Central Region

Central Region was formed by the coming together of four authorities—Clackmannanshire, most of Stirlingshire, part of Perthshire and part of West Lothian. Within the Region there are three Districts—Stirling, Clackmannan and Falkirk. Today, its population numbers 271,500 and it has 121 primary schools, two middle schools and 21 Secondary schools. The middle school is unique to the Region within the Scottish educational system although it is, of course, a common feature south of the Border.

1. TEACHERS' AND RESOURCES CENTRES

(1) Clackmannan Teachers' Centre (Alloa 215121)

This Centre is within Clackmannan College of Technology. It consists of one large room and one small room and is used mainly for meetings. Facilities for viewing films, slides etc., are available and for making tea and coffee.

(2) Carron Grange Teachers' Centre, Stenhousemuir (Larbert 2994)

This is Carron Grange House, former home of the manager of the Carron Iron Co. It is set amidst lawns and gardens and the entrance is through the drive to Larbert High School Annexe. Being in Larbert, it is reasonably central and was, in fact, the former Centre for Stirlingshire. On the ground floor there is a lecture room which can seat approximately 50 people and there is also a lounge where tea and coffee can be served. On the first floor there are three small meeting rooms. There are facilities for film viewing and there is a reserve stock of audio-visual equipment housed there. There is no staff at the Centre, only the caretaker who is available during working hours at Larbert 2994. Anyone wishing to make use of Carron Grange can book through the Regional Education Department in Stirling.

(3) Pathfoot Resources Centre, University of Stirling (Stirling 3171, Ext. 2195)

This Centre is on the ground floor of the Pathfoot Building in the University of Stirling. It is open during the week between 9.00 a.m. and 5.00 p.m. There are also late night openings when the University students are out on teaching practice: and it is planned that the Centre will remain open until 8.00 p.m. on at least three evenings a week.

The Pathfoot Resources Centre owes its existence in part to the fact that at the University of Stirling students, by taking Education as part of their undergraduate degree (including teacher training) and by doing an extra half-year, can thereby acquire a teaching qualification in Secondary Education. Pathfoot was the first building on the campus, and the area there which housed the original library became in time, with the expansion of the site, the property of the Department of Education at the University. Following negotiations with the Regional Authority, it was decided to convert the former Library into a Resources Centre available both to the students and the Region's teachers.

The Centre has a large collection of resource material in print form, mostly books, but also an increasing number of charts, maps, pictures etc. In addition there is a growing collection of slides, filmstrips, tapes etc. There are no 16 mm films. The material reflects the teaching area of the University and, therefore, there is little that is suitable for primary schools although there may be some items of interest to teachers dealing with the top end of the primary range. Also, for similar reasons, gaps exist at the secondary level. There is nothing on Classics and Russian, and little on Geography, Economics and Religious Education. All the materials here may be examined in the Centre and most of the holdings can be borrowed by students and by teachers. No close links exist between the Centre and the School Library Service; and although the possibility of duplication of holdings does exist these will be only on a very small scale since the two organisations serve different markets. Borrowing can only be done on a personal call basis. There is no delivery service available.

There is within the Pathfoot Centre a card catalogue of all that is held here, but there is no copy which is circulated to schools. It would appear that the Centre is not over-publicised within the school sector possibly because of a fear that if this were done there would be insufficient numbers of staff to cope. Certainly it is the case that not all secondary teachers within the Region know of the Resources Centre, and of those who are aware of its existence only those who have paid personal visits can know what materials are housed there. Nor is there a News Sheet issued. However, there is talk of a series of catalogues for circulation being produced through the Job Creation Scheme—one for filmstrips, one for charts, one for audio-cassettes etc.

The Centre is staffed by a Librarian and an Audio-Visual Technician, both of whom are employed by the University of Stirling. The Audio-Visual Technician works, on request, for the Region to whom his time is then charged. He can be involved in making copies of tapes, mounting slides etc. *All* BBC School Radio Broadcasts are recorded in the Audio-Visual Aids section of Pathfoot and copies are made available to schools who have missed them. Facilities are also available in Pathfoot for the production of materials by teachers. Typewriters, including a large type-face machine, and duplicators can be used and advice is at hand. No charge is made to teachers using reprographics. The Central Region

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accepts the bill; and, therefore, it is obvious that this service is neither being over-used nor abused. There is also available a Graphics Artist, employed part-time by the Department of Education at the University, who works on a *pro rata* basis for the Region.

The Region has no video-recording facilities. However, the Resources Centre does contain carrels for TV only, nine of which can be used individually, the remaining eleven then showing the same programme. Unfortunately, the University uses National Panasonic equipment and therefore a lot of the Region's material which is on Philips cannot be used. The University now has plans to put tape-slide equipment into the carrels.

The Resources Centre is stocked by the Education Department staff at the University. The Region has not put in nearly as many items as the University. Of the non-book material which the Region has deposited most has been produced by the national Curriculum Development Centres and by local subject panels. There is no regular in-put from the Region's Advisers other than a small amount from the Adviser in Educational Technology and the Adviser in Local Studies and Resources.

(4) Educational Resources Unit (Stirling 71294)

This Unit was established under JCP in March 1978 with a base in Falkirk. However, since January 1979, its headquarters have been in the Old High School, Academy Road, Stirling; and since this move the Unit has operated under the STEP scheme. It consists at present of a staff of 16—Manager, Supervisor, three Layout Operators, three Graphic Artists, Printer, Printer's Assistant, Audio-Visual Producer, two Audio-Visual Assistants, Secretary and two Typists.

The general aim of the group is to provide reprographic assistance to teachers in the Region who are preparing kits, packages etc., for individual classroom use. The Unit takes the draft of the teacher's work, provides illustrations, maps, photographs etc., occasionally reproduces slides, audio-cassettes and returns the copy to the teacher in a printed booklet/kit form which may also contain worksheets etc. In other words the Unit, without adding to the material which it is given, is able to provide the teacher with good quality print work. It also saves time and work on the teacher's part.

This service which is open to all the schools in the Region has resulted so far in 90 such packages being produced. Details of these are circulated through the School Library Service which catalogues and classifies all the material held in secondary schools. The majority of the material is in Social Studies, the reason for this being that the Unit is the responsibility of the Adviser in Local Studies and Resources. However, more and more

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kits are now available in English, Mathematics, Modern Studies and Science although there are still shortages in Art, Modern Languages and Technical Subjects. It must be remembered that these kits have all been produced according to the instructions of a single teacher or group of teachers who were requiring the documents for their specific use. It, therefore, does not follow that all the material is suitable for use by teachers other than those who ordered it although the packages may be, and are, altered to suit other interested teachers.

Multiple copies of all the packages are available from the Unit, the only charge made being that for paper. Delivery to schools is by the School Library Service van which calls at every secondary school once per week and at primaries as required.

2. ADVISERS

The Region has Advisers in Art (2), Business Studies, Educational Technology, English, Home Economics, Local Studies and Resources, Mathematics, Music, Outdoor Education, Primary Education, Physical Education, Religious Education, Science and Technical Subjects. Most, although not all, of the Advisers have subject panels; there are subject panels in areas in which there are no Advisers, e.g., History, Geography. The Educational Technology Adviser is not an automatic member of each panel, but he can be and indeed is often called in for consultation and advice. This is particularly true in the case of Social Subjects and of Health Education.

3. EQUIPMENT IN SCHOOLS

Four schools within the Region might be said to have resources centres—Denny High School, Grangemouth High School, The High School of Stirling and Ladeside Primary School. The growth of such centres within schools has been impeded in part by a Regional decision to dismiss all school auxiliaries. This decision was implemented in June 1977. Since part of the auxiliaries' work involved reprographics, and audio and visual recording, the move towards creating a network of school-based resources centres has come therefore in effect to a halt, albeit temporarily. The position as regards audio-visual technicians in the schools is this: if a secondary has a language laboratory then it is entitled to an audio-visual technician. However, since the cuts in education no new appointments in this field have been made. Consequently this means that only eight of the fifteen secondaries with language laboratories have audio-visual technicians on their staff.

The repair and servicing of educational technology hardware within the responsibility of the Adviser in Educational Technology is done by the school audio-visual technician (where there is one) or by the technicians in workshops at Stirling University and Falkirk College of Technology or by a technician working from Lornshill Academy, Alloa. The transportable items are uplifted and returned by the School Library Service van which visits each secondary school once a week. Each primary school in the Region is assigned to a secondary in its area for the purpose of audio-visual maintenance; and it is the responsibility of the primary to deliver equipment requiring attention to the secondary for pick-up by the van. Non-transportable items are dealt with by a peripatetic technician. If it proves impossible to do a repair quickly a replacement item *may* be available for lending to the school from a minimum stock of standby equipment held in each workshop. The problems within such a system are varied: the difficulty of getting hardware from some primaries to their allotted secondary; the dependence on the one van, which can break down, and on the one driver, who can be sick; and the reliance on technicians employed by other educational establishments. The amount of repair work has dictated that the school technicians and their colleagues at Falkirk be asked to do frequent voluntary overtime work.

As regards equipment, there is no standardised situation within the Region. This has not been possible with four Authorities coming together. The Region now can only recommend what schools should have. For example, all secondary schools use Philips VCRs unless they had purchased other makes prior to regionalisation. Gradually, the non-Philips equipment will be faded out. The provision of equipment varies from school to school. For example, most, but not all, secondaries have VCRs. No primary schools have VCRs unless one includes the middle schools in the Grangemouth area where it is the "secondary" sections who "own" that equipment.

4. SCHOOL LIBRARY SERVICE

The Headquarters of this Service are in the Old High School, Academy Road, Stirling (Stirling 3111, Ext. 531). The Service is staffed by the Principal Schools Librarian, seven Professional Librarians, eight Library Assistants, one Secretary, one Typist, one Delivery Van Driver and one Mobile Library Van Driver. Among the professional staff based at Headquarters are two Primary School Librarians whose responsibility is to provide adequate library services in the primary schools of the Region and to promote the use of library resources for instruction and recreation. In addition to the staff based at Headquarters there is a policy of appointing a fully qualified librarian in every secondary school and middle school. The Central Region has two middle schools and 21 secondary schools, and 20 School Librarians are at present in post.

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Job Creation staff have also been employed for short periods to undertake specific tasks.

(1) School Library Service Material

The function of the School Library Service is to support the work undertaken in all schools: Nursery, Primary, Middle and Secondary by provision of book and non-book materials. There is no dichotomy between provision of book and non-book—the packaging is different but all are means of communication. Neither primaries nor secondaries receive a separate library allowance.

Secondary Schools. In each secondary school there is a permanent library. Additions to the book stock are made by the School Librarian after consultation with the staff, based on a knowledge of the curriculum, the interests of pupils etc. All orders are channelled through School Library Service Headquarters, and books etc. are catalogued centrally before being despatched to the requesting library thus removing from the School Librarians the burden of cataloguing and classifying their own material. Additions to non-book material in each school are still the responsibility of each principal teacher, and each school is autonomous in this respect.

Primary Schools. In each primary school there is a permanent collection of books which is supplemented by a visit twice a year by the (Mobile) School Library. Small rural schools, however, are given more frequent visits, up to six times a year if possible. The school is advised of this visit two weeks ahead and teachers are free to select, from a stock of approximately 2500 volumes, material suitable for their classes. Over and above this provision a Project Service can give supplementary material on long loan to schools as required for specific studies. The projects are compiled according to individual needs and are not kept intact as kits; they include illustrations, filmstrips and records as appropriate as well as books. In some cases multiple copies of books are provided for younger classes.

Central Lending Collection for Primary and Secondary Use

This stock of book and non-book material is co-ordinated by Headquarters Library Staff. Requests for materials come from teaching staff and School Librarians where appropriate. Materials purchased by Advisers or prepared by Advisers and Regional Working Parties, or Job Creation Projects, may be deposited with the School Library Service and distributed from there.

At present the purchase of non-book and book material for curriculum support through library funds is solely the responsibility of the School

Library Service. Not every subject has an Adviser but where advice is required this is willingly given. In isolated cases, e.g., filmstrips/picture books, funds were provided for this bulk purchase by the Primary Adviser.

The School Library Service also holds slides of local interest prepared by three Job Creation staff working to instructions from the Local Studies Adviser. The whole spectrum of Primary and Secondary Education is covered by the School Library Service but, when money was very tight, the emphasis had to be on provision to the primary schools. The financial situation has been improved in this current year. Total spending levels for primary and secondary pupils are fairly even but since there are more primary pupils than secondary, it follows that the amount allocated per head for secondary pupils is greater. In this connection it should also be noted that the secondary school sector is well represented at the Pathfoot Resources Centre whereas little material is held there suitable for the primary schools.

(2) Catalogues

Printed catalogues of all non-book material in the Central Collection are distributed to schools and updated when required. Copies are directed to Head Teachers, and Principal Teachers as well as School Librarians. New material may also be publicised through the Director of Education's weekly circular to all schools.

Printed Catalogues:
(*a*) Catalogue of Gramophone Records (Part !, Classical Music; Part 2, Collection of Music; Part 3, Spoken Word);
(*b*) Catalogue of Non-Book Material.

All catalogues are arranged in an orthodox classified system and adequately indexed; complete details of material are given but there is no expansion of this into recommendations for classroom use. Currently offprints of this material are being prepared for specific subject areas, e.g., Modern Studies, Guidance. Each teacher of these subjects will be supplied with these handout lists as well as the usual coverage for promoted staff.

Lending Facilities

Material is on loan from Central Collection as long as required, but for secondary schools books may have to be returned after four weeks owing to demand. Non-book resources have a minimum of two weeks loan for both primary and secondary schools, after which time they may be recalled. When all resources become more plentiful such restrictions will be reviewed.

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Some resources are not loaned at all, e.g., certain local collection items are irreplaceable should they be lost, but facilities are available for reference or for photocopying (with due regard to copyright law). The School Library Service is part of the U.K. network of libraries and may borrow books from other libraries through the British Library Lending Division. There is informal co-operation with the District Libraries of the Region, however, and items have been borrowed directly from them to meet a special urgent need.

There is no co-operative lending network for non-book materials.

(3) Order and Delivery

Requests may be made by:
(*a*) post;
(*b*) personal visit;
(*c*) telephone.

Requests from secondary schools are normally channelled through the School Librarian.

Requests may be divided into a variety of types:
(*a*) individual items, book or non-book;
(*b*) collection of material, book or non-book, to support studies in any subject from early primary to sixth year studies;
(*c*) general information;
(*d*) bibliographic information.

Delivery of material is normally made by the School Library Service delivery van on a set schedule covering all secondary schools once per week, and primary schools as required. This is a separate service from that of the Mobile School Library van whose function has been given earlier. If difficulties arise, delivery can be made by car users on the staff who are in the area on business. Every effort is made to get material to schools when required.

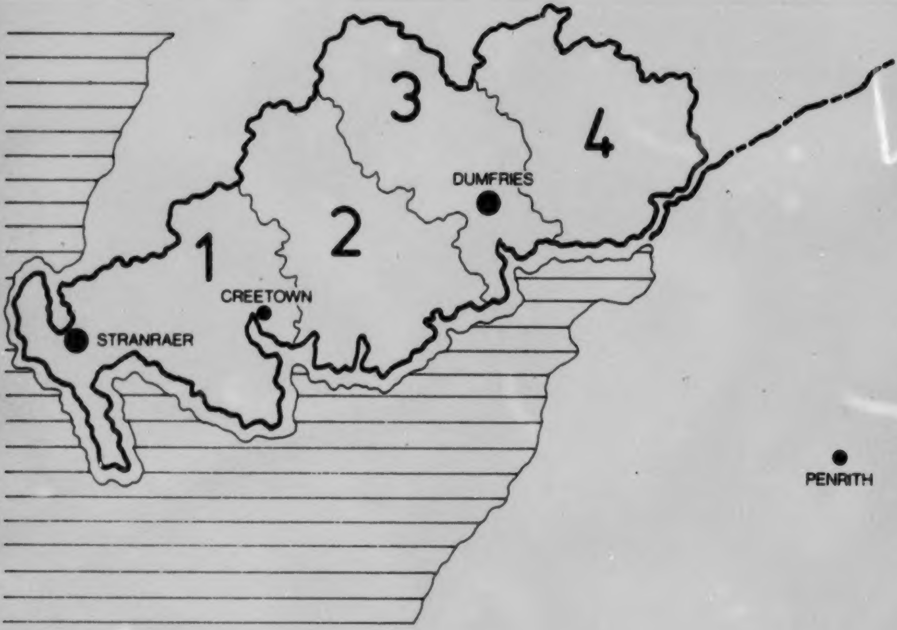
(4) Addenda

During session 1978–1979, Job Creation staff were employed to catalogue the non-book resources held within each secondary school. This work was done under the supervision of the School Librarian. A location index of the total resources of the school has been a long-term aim of the Library Service within the school. Pressure of work on the School Librarian has delayed this, as it is a very time consuming task. This task can only properly be done by the appointment of a Librarian and supporting staff; lacking this a Job Creation team given basic training and closely supervised helped considerably to achieve the nucleus of a centrally held location index in the school. The School Library Service does not keep a central copy of these catalogues.

DUMFRIES AND GALLOWAY REGION

ADMINISTRATIVE AREAS

1 Wigtown
2 Stewartry
3 Nithsdale
4 Annandale & Eskdale



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DUMFRIES
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CREETOWN
STRANRAER
PENRITH

Dumfries and Galloway Region

The Dumfries and Galloway Region with a population of 143,400 consists of the former counties of Wigtown, Kirkcudbright and Dumfries. Today, it contains the Districts of Annandale and Eskdale, Nithsdale, Stewartry, and Wigtown. There are 126 primary schools and 19 secondary schools, of which six have a primary department. This Region which covers the south-west of Scotland has two large towns—Dumfries, population 30,000 in the east, and Stranraer, population 10,000 in the west. The remaining inhabitants are dispersed throughout the rich farming land of the area. Only a dozen of the primaries have a roll in excess of 350 pupils.

1. TEACHERS' AND RESOURCES CENTRES

(1) **Dumfries Teachers' Centre** (Dumfries 63822)

This Centre is housed within the Education Offices at 30 Edinburgh Road, Dumfries. It contains a conference hall, a lecture room, a lounge (where coffee and tea are available), a general workroom, an audio-visual workroom, and a photographic department. It is open on weekdays from 8.30 a.m. until 5.00 p.m. and, at other times, by arrangement. The day-to-day running of the Centre is the responsibility of a Primary Education Adviser who has been given a regional remit for audio-visual aids. The other members of staff are one Audio-Visual Technician, one Auxiliary and one Typist.

Both software and hardware are held at the Centre and are available to all schools to borrow. Most of the software is kept in cabinets and cupboards and is not on display on units or shelves. The reason for this is that the majority of the holdings are requested by post and telephone and not by personal visit and so the layout has been designed with this in mind. The items, which cover both primary and secondary level, include filmstrips, tape-slides, slides, audio-cassettes, records, models (for Health Education), 16 mm films, video-cassettes, cameras, certain art materials and wall charts. This stock, which is added to annually from a central budget, has been built up over the past few years. A circular is sent out each year to all Head Teachers asking for suggestions for further purchases for the Centre. These requests will be for material which would be used at infrequent intervals within the school and, therefore, would be difficult to justify buying for the school's own resources. Again, this applies both to software and hardware.

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A loose-leaf catalogue, a copy of which goes to every Head Teacher, is available and lists all the stock at the Teachers' Centre. Additions to the catalogue are made as and when required, sometimes as often as three times a year. At present the holdings are listed according to the type of software, i.e., one list for filmstrips, one for audio-cassettes etc., but they are now being catalogued according to subject areas. Much of the stock is primary material.

Any teacher wishing to borrow from the Centre simply fills in a standard order form, stating what is wanted, when it's wanted, by whom, and when it will be returned. Arrangements are then made to deliver the item either by school bus or by the Education Authority's van which calls daily at most schools (although for the smaller primaries it may be only twice a week) or, if it has been sought by the Stranraer Teachers' Centre, the item will be despatched there for passing on to the borrower. The waiting time for a request is not long—a couple of days—provided it is not already on loan. The length of the loan may be as much as two/three weeks depending on the item and its popularity.

(2) Stranraer Teachers' Centre (Stranraer 2151, ext. 203)

This Centre is housed, together with the local Careers Office, at 76 Ashwood Drive, Stranraer. Both hardware and software are based there. The hardware has been supplied from a Regional budget or had been purchased before regionalisation; the software has been gathered together by the Primary Education Adviser based in Stranraer from a Regional Teachers' Centre Budget and his own allocation money.

The software is suitable for primary schools and is intended to be used by those schools in the western half of the Region, i.e., the 50 primaries, most of them quite small, in the area between Creetown in the east and Stranraer in the west. The Centre is open daily during the week from 9.00 a.m. until 5.00 p.m. It is also open at other times by arrangement. There is no permanent staff there although messages/requests may be left with the Careers Office secretary in the adjoining room or with the Adviser at the telephone number given above. There is a book to record what has been taken and when it has been returned. The loan period is a month which can be extended if the item is not required elsewhere. This also applies to hardware.

The Centre, which was formerly in the Stranraer Library buildings, moved to Ashwood Drive in March 1978. It consists of one large room used for both displays and meetings, a store room for materials and hardware, and a kitchen. The hardware there includes a 16 mm projector, a slide projector, a VCR, a thermal copier etc. The software includes books, reading schemes, wall charts, posters, SRA laboratories, games, video-cassettes, filmstrips, slides and audio-cassettes. These materials cover the whole range of the primary school. There is also a small collection of teachers' reference books and there are copies of *Guidelines for Primary School Teachers*, Regional publications produced by a series of working parties which set out lines of development in specific curricular areas, so that schools can formulate policy within these Guidelines.

A catalogue of all the holdings at the Centre exists but it is out-of-date and lack of time and the absence of resources staff has prevented it being updated. However, a list of all the filmstrips available is kept (they number about 180) and has been sent to the Head Teachers of all the primary schools in the Wigtown district of the Region. These schools may also borrow any of the items at the Dumfries Teachers' Centre by getting in touch with the Primary Education Adviser based at Stranraer. Similar contact can be made by any teacher wishing a broadcast videotaped. A delivery service operates—either by personal visit from the Adviser or by the Education Authority's vans (N.B., there is a daily run from Stranraer to Dumfries and back). If an item is in stock, it will be received by the teacher within a couple of days of the request being made.

This Centre can accommodate meetings of approximately 15 people and, with kitchen facilities at hand, it is often used for meetings and in-service courses. This has the added advantage that anyone coming to the Centre automatically sees what is available, although it must be pointed out that the majority of the resources are always out in the schools in use.

2. ADVISERS

The Region has Advisers in the following areas—Art (2), Music (3), Physical Education (2), Primary Education (4), Religious Education, Remedial/Special Education, and Secondary Education. Since regionalisation there have been 42 subject panels established, some of which have overlapped the primary–secondary divide and many of which have been in curricular areas without Advisers. Where there is no Adviser in the subject, such panels are normally chaired by the Depute Director or an Assistant Director. One or two of these groups have produced teaching materials for use in the classroom, e.g., in Art where tape-slide presentations have been prepared and in Science where learning packages are available. However, as a general rule, the material that issues from these working parties is in the form of "Guidelines to Teachers" containing advice and recommendations which enable schools to formulate policies suitable for individual schools and pupils, yet contained within general Regional Guidelines.

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3. EQUIPMENT IN SCHOOLS

There are few, if any, schools in the Region with resources centres. This is not surprising given the absence of an Educational Technology Adviser. However, a pilot scheme involving a survey of resources within the catchment area of one secondary school has just been completed and the signs are that from this will emerge a structuring of resources within the Region with the secondary school acting as an information base holding details of what software and hardware is available for borrowing by its feeder primaries. This may lead to a reorganisation of the material held within the primaries, one of the styles of organisation likely to be adopted being that of a resources centre. Already, the links between the secondary and its primaries are there, e.g., every large secondary has an off-set duplicator and a plain paper copier which can be used by its feeder primaries. In a sense what is happening in the Region is that the secondary schools are being developed as local information bases which also contain a limited amount of resources for borrowing.

There are no audio-visual technicians in any of the schools. However, all the secondaries—bar a couple of the very small ones—have a general technician whose specific remit, be it Science, Technical Subjects etc., is decided by the Head Teacher. All will undertake minor repair work on audio-visual items. The primary schools send any equipment requiring attention to the audio-visual technician at the Dumfries Teachers' Centre via the school bus or the Education Authority van. More serious repairs are done by local commercial firms or by the EFVA area office in Penrith. The latter arrangement is purely on an *ad hoc* basis and no standing contract exists between the Region and EFVA.

Equipment in the schools is being standardised. There is a record at Dumfries of all the audio-visual items held in every school. Also, any hardware must be ordered and purchased centrally in order to take maximum advantage of the supply contracts arranged by the Technical Advisory Sub-Committee of the Region's Educational Technology Committee. A minimum standard list of equipment for primary schools has been prepared detailing the pieces of hardware which each school should have, the types and numbers having been decided on a *per capita* basis. For example, schools with a roll of 1–75 pupils would not be given an overhead projector but those with 76 pupils and above would automatically be provided with one. Also, annual checks are made on the condition of the equipment at the end of the session and any school indicating dissatisfaction with a particular item is requested to send it to Dumfries where it will be attended to during the summer when it will not be required in the classroom. There is no central hardware stock for borrowing although a number of items is available at both Teachers' Centres. However, these are intended for school use only in an emergency, e.g., when there's a breakdown and quick repairs are not possible.

All schools have television sets. Those with a roll of 1–49 children receive £150 from the region towards a colour TV and have to find the remaining £60 themselves. The bigger schools get £100 and they themselves have to match that figure. If a school does not wish to use this service, they are given a monochrome set free. All the sets are purchased and are replaced every five/six years.

All the secondary schools have VCRs as do those primaries whose roll exceeds 400 pupils. There are also VCRs at the Dumfries Teachers' Centre and one at Stranraer, which can be borrowed. All the Region's recorders are made by Philips. Originally some of the schools had National Panasonic models but these have gradually been phased out and now there is only one school with a National Panasonic machine.

Any school wishing a broadcast video-recorded contacts one of the Teachers' Centres which makes the appropriate arrangements. This service is open mainly to the primaries as the secondaries do their own taping. There is no central recording unit as such, the audio-visual technician at Dumfries recording programmes requested there and the Primary Education Adviser in charge at Stranraer handling applications there. Also it is noteworthy that, depending where you are in the Region, BBC Scotland, BBC North West, STV, Border and Ulster are all available. Therefore, recordings are sometimes done at a school in the far west rather than at Dumfries Teachers'Centre for the simple reason that Dumfries does not receive the particular station which is relaying the programme.

One final point to note is that a pilot scheme has just been started whereby a VCR will be available on loan to a secondary for a period of time, normally one term. The secondary school will accept bookings from its feeder primaries for (a) tapes to be requested from the Teachers' Centre and (b) the use of the VCR. The school technician will take the machine on its first visit to a primary school and will explain how to use it. It is to be stressed that the primary school will not record but will simply play back tapes previously borrowed. If this scheme proves to be a success it may be adopted throughout the Region.

Addenda

(*a*) While the Region does not have an Adviser in Educational Technology, it does have a Primary Education Adviser who has responsibility in that area. He services an Educational Technology Committee for the Region which, in turn, has two sub-committees, the Management of Resources Committee and the Technical Advisory Committee. The former is involved in collating Regional resources and organising a system whereby details of all the resources available are made known to schools. The latter committee is concerned more with evaluating hardware, standardising it throughout Dumfries and Galloway and trying to establish a system whereby all schools can have access to any piece of equipment they require. The activities of these two groups are obviously closely linked.

(*b*) There are occasional courses available in instructional techniques for the overhead projector, VCR etc. These are held in Dumfries, Stranraer or wherever there is a demand for such training.

4. SCHOOL LIBRARY SERVICE

The Headquarters of this service are in the Ewart Library, Catherine Street, Dumfries (Dumfries 3820). The staff there is one Schools Librarian (Chartered) and one driver. There are no professional librarians in any of the Region's schools.

(1) School Library Service Material

Every primary and secondary school gets a library allowance equal to 5% of the basic *per capita* allowance for all school supplies. It is permissible also for the school to spend part of its *per capita* allowance on book and non-book material. The orders for these are submitted directly by the schools and, therefore, no central catalogue of the schools' stock is available.

Secondary Schools. All the schools have a permanent library. There are six assistant librarians in the 19 schools and they are responsible either to the Head Teacher or the Principal Teacher of English. In the remaining 13 schools, library administration is the task of a Principal Teacher, normally of English. In this connection it should be noted that if the Stimpson Report's* recommendation that all secondary schools with a roll above 600 students should have a librarian were to be implemented, there would be little change in the Region. The reason for this is that only half a dozen of the secondaries have sufficient pupils to warrant a librarian. The secondaries stock their libraries themselves and are quite self-contained, i.e., they select, order, process and catalogue without reference to anyone. The choice of new material is usually done by the person in charge of the library, but this is not always the case.

**Non-Teaching Staff in Secondary Schools. Youth and Community Workers, Librarians, Instructors.* A Report of a Working Party appointed by the Secretary of State for Scotland (Edinburgh: H.M.S.O., 1976), p. 24, paragraph 6.12.

Primary Schools. Few primary schools have school libraries of their own, something that is not so remarkable when one considers that (a) only a dozen schools have more than 350 pupils, and (b) 92 of the primaries have under 150 children on the roll. Accordingly, most libraries are class libraries and how the "book allowance" is allocated is up to individual Head Teachers. Again, the Schools Librarian is seldom consulted on purchases.

The material held by the School Library Service is available to all schools but most of it is suitable only for the primaries. Nearly the entire annual budget of the School Library Service goes on the primary sector as this is where the demand is.

The categories of material are as follows:

(i) *Supplementary Stock Loan.* A collection in excess of 2,000 books is available to the smaller primaries, i.e., those with a roll of less than 150 children. This loan stock is carried in the School Mobile Library Van which calls at pre-arranged intervals on each of these schools. Both children and teachers are allowed 20/30 minutes to browse and make their selections which are limited to two books per child, although the teacher is allowed more. Advice is always on hand during these visits, either from the Schools Librarian or, in his absence, a substitute from the Public Library Service.

(ii) *Project Kits.* These kits which number about 200 titles (plus duplications) contain only books and are available to all the primary schools in the Region. The loan period is six weeks and within each pack there are approximately 30 books.

(2) Catalogues

One printed list of the project kits is sent every year to each Head Teacher of a Primary school.

(3) Order and Delivery

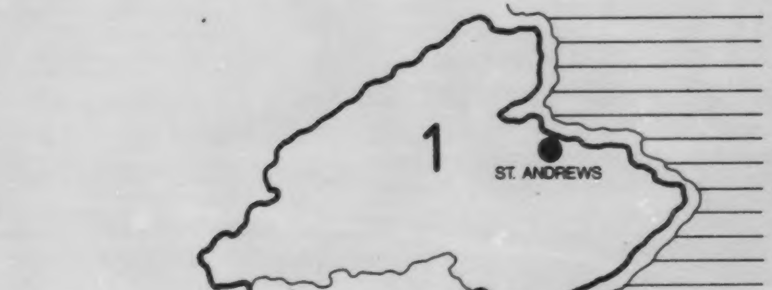
Teachers may call, telephone or write in their requests. Delivery methods are as follows:

(i) the School Mobile Library Van which is used almost entirely for the Supplementary Stock Loans but which will carry project kits and individual requests;
(ii) the Education Authority vans which call daily at most of the Region's schools transport most of the project kits and individual requests;
(iii) items may be posted but this happens only rarely.

FIFE REGION

ADMINISTRATIVE AREAS

1 North East Fife
2 Kirkcaldy
3 Dunfermline


1
ST. ANDREWS
2
MARKINCH
KIRKCALDY
3
DUNFERMLINE

Fife Region

Fife Region covers almost exactly the same area as the former county of Fife and contains the Districts of North East Fife, Kirkcaldy and Dunfermline. Today it has 151 primary schools of which roughly one-quarter to one-third are one-teacher or two-teacher establishments, four junior high schools (i.e., SI to SIV) and 17 six-year secondary schools.

Fife, a Region occupying a peninsula some 20 miles wide between the estuaries of the Forth and the Tay, combines both the urban and the rural. The south and west are the main areas of habitation, where the towns of Dunfermline and Kirkcaldy are situated, both of which have population figures over 50,000. To the north and east are the rich farmland valleys of the Howe of Fife stretching over to the East Neuk and St. Andrews, the golfing and university community, the only town in that area to exceed 10,000 in population. The Region's population is 339,200.

1. TEACHERS' AND RESOURCES CENTRES

(1) Fife Educational Resources Centre (Kirkcaldy 67272)

This Centre, more commonly known by its initials and hereinafter referred to as "FERC", occupies the building formerly known as Abbotshall Teachers' Centre and is situated in Ramsay Road, Kirkcaldy. It provides a Regional service to teachers and combines library and media facilities under the one roof. In other words, the library service, the audio-visual repair and maintenance unit and the support staff for curriculum development are all housed in one building and are under the authority of one person, the Head of FERC. This kind of centralisation is not common within the Scottish Education Authorities.

FERC contains the Educational Library Service, Teachers' Reference Library, Teachers' Loan Library, Reading Centre, a Teachers' Workshop, a Media Workshop, an Audio-Visual Repair and Maintenance Unit, a Reprographics Room, a Technical Workshop with an adjacent Dark Room, a Graphic Artists' Room and their Dark Room, the Printing Room and Platemaking Dark Room, and a number of offices for staff, e.g., the Head of FERC, two Staff Tutors in Educational Technology (a Staff Tutor is a qualified teacher who acts under the guidance of an Adviser). Also, in an annexe/hut, there is a meeting room and a committee room.

The staff at Ramsay Road includes the Head; a Visual Aids Officer and three Electronic Technicians who constitute the Audio-Visual Repair and Maintenance Unit; the staff of the Educational Library Service; one Audio-Visual Technician and one Teaching Auxiliary; three Graphic

Artists, one Printer and one Auxiliary who make up the Reprographics Unit; two Staff Tutors in Educational Technology; two Primary Education Staff Tutors and an Auxiliary based within the Primary Reading Centre; one General Technician; and one Chief Clerkess and two Typists who are responsible for typesetting, word processing and general typing.

The Centre is open to teachers every weekday from 9.00 a.m. to 5.00 p.m. and also in the evenings by arrangement. During most evenings in term-time meetings are held there.

Amongst the services offered at FERC are:

(*a*) Media production assistance. The two Staff Tutors in Educational Technology have between them considerable responsibility in the audio-visual and reprographics sectors. This, in part, involves giving teachers advice on the choice of materials to be used in the production of media, help in their preparation, suggestions on the layout etc. Should any kit or learning package prove particularly successful then it is standard practice at FERC to upgrade the material for general use within the Region. This will involve the audio-visual technician improving the quality of any sound recordings, slides etc. which have been used. The graphic artists will give further assistance by providing illustrations, pictures etc. and will, in fact, take over responsibility for the design and layout. The kit will then be handed to the Reprographics Unit whose training and equipment allows them to produce a finished article which will bear comparison with most commercial work.

In other words, the facilities at FERC encourage and facilitate the transfer of a teacher's handwritten notes to a high-quality learning package provided there is educational justification for such a change.

(*b*) An off-air sound broadcasting "emergency service". This will ensure a copy of a sound broadcast to any teacher who has "missed" one, although schools are still responsible for the day-to-day recording.

A new service is the issue of "back numbers" of broadcasts to teachers who wish to use them as units in some aspect of curriculum development. Three years is the legal maximum period of storage as laid down in July 1975 by the School Broadcasting Council in their booklet, *Annual Programme for Schools and Colleges.*

(*c*) Support from a technician whose work includes the manufacture of aquaria, cages, boxes for three dimensional material to be added to project kits etc. This service, which is available to all schools, is heavily utilised by the primaries.

(*d*) In-service training. A schedule of training courses has been announced on making OHP transparencies, preparing tape/slide presentations, the management of resources and reprographics. These are the responsibility of the Staff Tutors in Educational Technology. A striking example of the success of these schemes is that, since the course on reprographics was first started, Roneo Vickers, which manufactures reprographics equipment, has had a decrease of 75% in the service calls from schools, which seems to indicate the degree to which machine failure problems are due to operator handling.

(2) St. Andrews Teachers' Centre (St. Andrews 4662)

This Centre, adjacent to the University Union in Market Street, was a former primary school until it was converted to its present role in 1976. Today, it shares the building with the Child Guidance Department which has office accommodation within the Centre.

The Teachers' Centre itself consists of a Reading Centre, one room which can accommodate groups of 25, and one large lounge with easy chairs which can take 30 people. There are also two huts/annexes. One is used by the local Preservation Society. The other is available as an extra meeting area.

The only resources which are held here are in the Reading Centre which contains an excellent selection of remedial reading material, e.g., books, games, SRA laboratories etc. All these items which are suitable for primary schools and the remedial sections of secondaries have been placed here by the two Primary Education Staff Tutors based at the Reading Centre at the Fife Educational Resources Centre in Kirkcaldy. However, this Centre is not a lending library but simply a base for display and reference material. The stock here is to give teachers an idea of what is new on the market and these items are also used by the Staff Tutors in workshop situations during in-service courses. Details of these holdings are not distributed to the schools.

The Centre, which is used mainly for in-service courses organised by the Advisers, is staffed by one clerkess who provides coffee and tea for the teachers. No lunches are served within the building which is open during the week from 9.00 a.m. until 5.00 p.m. Only on occasional evenings, when meetings are being held, is the Centre open at night.

(3) Fod House, Dunfermline (Dunfermline 21618)

The Staff College which serves Fife Region stands a quarter of a mile back from Halbeath Road and is adjacent to Lauder Technical College. Surrounded by lawns and trees and with its own tennis courts and football ground, it provides a compact, congenial and most attractive base for the educational courses which are held there, Fod House, originally a private home, was given to the Education Authority shortly after the end of World War Two and became a Pre-Nursing College until in 1975 its function was altered to its present one. Now, although part of the building provides residential accommodation for pre-nursing students, it is used daily for staff college and in-service courses. The purpose of these meetings varies widely as does their length. Sometimes, it may be an afternoon *ad hoc* subject panel; on other occasions it may be a four-day school management course for Head Teachers, Assistant Head Teachers etc.; or it might be a Residential Course for a national body for it is worth noting that, with the opening of the road bridges over the Tay and Forth, Dunfermline is conveniently central for such groups.

The only software which is held is in the Primary Reading Centre which has a wide range of remedial reading material, e.g., books, games, SRA laboratories. All these items have been assembled by the two Primary Education Staff Tutors at FERC, Kirkcaldy, who are in attendance for workshops and in-service courses at Fod House every Tuesday. The items in the Centre are not available for loan but are for display purposes only and to give teachers an idea of what is available for them to purchase for their own schools. No equipment is held here other than that used by visiting lecturers, speakers etc.

The Staff College has a permanent staff consisting of the Principal, his Secretary, and the Domestic Bursar. There are also half-a-dozen kitchen ladies and one or two other ancillaries. The old part of the building contains office accommodation and the Library/Primary Reading Centre. The annexe houses the dining room with adjacent lounge area and two lecture rooms can accommodate 30 people. The residential block is on three levels—the ground floor rooms are currently being converted into eight small seminar rooms; the middle level contains eight large study/bedrooms and a sizeable common room; and the third floor has a further eight study/bedrooms. The building is open during the week from 9.00 a.m. to 5.00 p.m.

(4) Markinch Centre (Markinch 753674)

This Centre, in a former primary school in Bowling Green Road, Markinch, is essentially a suite of offices for Advisers. There is also an Art Workshop with a pottery wheel and craft work material, a Music Library with sheet music and music books, a committee room and a large hall which can hold meetings of 50/60 people. Also housed within the Centre is the "Arts in Fife" Unit which is responsible for the organisation and production of professional concerts in the evenings within the Region.

The Advisers in Art, Home Economics, Music and Physical Education are based at the Centre. There is also the Assistant Adviser in Drama and a number of Staff Tutors—five in Art and Crafts, one in Drama, three in Music, and three in Physical Education. Furthermore, in a small annexe to the main building, there are Advisers in Science, Social Subjects and Technical Subjects, none of whom have Staff Tutors under their tutelage.

Nearly all the Advisers are involved in the production of guidelines, booklets etc. for their subject teachers and, accordingly, there is full secretarial support and some reprographics equipment available at the Centre. However, the main reprographics unit for the Region is based at the Fife Educational Resources Centre, Kirkcaldy.

Markinch is used almost entirely for in-service courses organised by the Advisers etc. It has no resources which are on display or can be borrowed by the classroom teacher who normally only comes here for meetings or advice. The staff—apart from the Advisers and Staff Tutors—numbers 13, i.e., ten clerkesses/typists, two Science technicians, and a handyman. Coffee and tea are available but no lunches are served at the Centre.

2. ADVISERS

Fife which still describes its Advisers as "Organisers" has Advisers in Art, Home Economics, Music, Physical Education, Primary Education (2), Science, Social Subjects, and Technical Education. There are also Assistant Advisers in Drama, Music, and Physical Education (2).

There are many subject working parties within the Region although these are not controlled by the Advisers, but by a Secondary Advisory Committee with responsibility in part for curriculum development. The chairman of this group is the Senior Assistant Director of Education (Secondary) and the members are all Head Teachers from secondary schools who have been chosen by the Secondary Head Teachers' Association. Every subject area within the secondary curriculum has a Subject Advisory Committee, the members of these groups being Principal Teachers. Each Subject Advisory Committee can, if it wishes, and subject to the consent of the Secondary Advisory Committee, set up working panel(s). These working parties will consist of Principal Teachers and Assistant Teachers. On these groups the Advisers will sit and provide expert opinion and advice gleaned from contacts and information published at a national level. It is, therefore, clear that this is a system which does not permit control being exercised by any one person. The Adviser is not in charge of his subject panel(s) although it may be influenced by his views. Alternatively, the working group may alter the Adviser's thinking.

Very little material for use in schools has as yet been produced by any of these committees. At present only the Guidance and Modern Studies groups have come forward with any booklets/kits. However, there are available many interdisciplinary learning packages which were prepared by the Multi Media Resources Centre at Kennoway which is now closed.

3. EQUIPMENT IN SCHOOLS

Fife has many schools, both primary and secondary, which have resources centres. This is, in part, due to the emphasis placed by the FERC staff on the organisation of resources within schools. A tape-slide presentation is available which gives advice to those schools which are interested in converting from a library to a resources centre and those which wish to establish such centres. There is little doubt, too, that the in-service courses mentioned earlier have played a large part in these developments.

All the primary schools have TVs and most have a colour set. Where a small primary has only black and white, the Regional policy is to replace it with colour. All the secondaries have one, sometimes two, VCRs but there are none in the primaries. It is also noteworthy that the VCRs are for playback only. There are no recordings made in the schools, all the video-tapes being supplied by Fife Educational Television Service, details of which are given later.

There are no audio-visual technicians as such in the schools for the Regional policy is to appoint technicians with a general remit, i.e., school technicians, and there are 86 such technicians spread over the 21 secondaries, all of which have at least two and some of which have as many as five. However, in 1980, FERC will be starting an in-service course for technicians on audio-visual maintenance. At present the repair picture in the schools is varied. In some cases, the technicians provide excellent first-line servicing and do repairs that are of a major nature whereas, in other places, they do little. Furthermore, in a handful of schools, the Science Department sometimes has control and sole use of the technicians.

Should the school be unable to cope with the breakdown, the item is referred to the Audio-Visual Repair and Maintenance Unit at FERC. The repair will either be done on the spot or will be effected in Kirkcaldy. The delivery system is either by the school or by a member of the Unit using either the Unit van or private car. This Unit does all the repair work for the Fife schools, there being no referrals to commercial firms.

There are three ways by which a school receives an item of audio-visual equipment: (i) it pays for it itself from the *per capita* allowance; (ii) the purchase is financed from the school funds; or (iii) use is made of a Regional sum which is set aside annually to provide equipment for schools when needed. Need is established according to past use and/or a recommended standard list of equipment based on the size of the school roll. The major part of this sum goes towards replacing outworn hardware and it is rarely used for new items.

School audio-visual equipment is usually bought through FERC which encourages the schools to purchase stock from the Regional list of approved items. The reason for this is that it would make easier any future system of pooling hardware between schools. It also helps when it comes to repairs. The Centre hopes shortly to offer schools facilities for purchasing media software and audio-visual items, e.g., OHP materials, raw film stock, audio-cassettes, bulbs for OHPs and film projectors. These would be bought in bulk and sold at cost, thus saving schools money and providing an easy and swift service. At present, a small stock of hardware at FERC is available for loan to schools in dire difficulties but this service is not over-advertised and no list of the loan equipment is issued.

4. EDUCATIONAL LIBRARY SERVICE

The Educational Library Service is part of FERC and, accordingly, is based at Ramsay Road, Kirkcaldy (Kirkcaldy 67272). The staff there includes the Chief Librarian, Assistant Librarian, six Library Assistants, and four Clerical Assistants. In addition, seven of the secondary schools in Fife have a qualified librarian, 11 have a teaching auxiliary in the library, and in the remaining three schools library administration is the responsibility of a teacher.

(1) Educational Library Service Material

Funding is from the Education Department. The schools, both primary and secondary, receive the usual *per capita* allowances and it is from these that they purchase books and software. However, no recommendations are made as to what sum or what percentage should be spent in this manner. That decision lies entirely within each individual school. All orders from the school are submitted direct to publishers. Accordingly, no central catalogue of their holdings exists.

Secondary Schools. All the secondaries have permanent libraries. In some, the choice of annual stock lies with a Library Committee which nearly always assigns a sum of money to each department for the decision to be made there. In others, where no such committee exists, the librarian or teaching auxiliary works closely with each subject department to ensure that the new stock is representative of the school curriculum.

Primary Schools. Most of the schools decide entirely on their own what they should buy. However, some do consult the Educational Library Service and make use of the preview facilities and exhibition material at FERC.

The main factors in the decision whether or not to have a central library seem to be the size of the school roll and the space available within the school. In this connection, one recent trend, noted earlier and prompted no doubt by Fife's in-service courses, has been an increase in the number of schools which wish to convert their libraries into resources centres.

The stock bought by the Educational Library Service is chosen by a variety of people—the Chief Librarian, the Advisers, and also the various reviewing panels of teachers which exist in Fife.

The material and back-up support which are offered include:

(i) *Project Kits.* These are not pre-packed but are made up to order by the library assistants. They contain fiction and non-fiction books and non-book material and are available to all schools although it is mainly the primaries which make use of them. This service has increased rapidly in popularity—in 1977/1978 390 packages were borrowed and this figure rose by 50% in the past session. The loan time for the kits is one month which may be extended if the items are not required elsewhere. Teachers are encouraged to make the choice of material themselves.

(ii) *Book Exchange Stock.* This is stock which is used to supplement what is available within the libraries of any school, primary or secondary, which requests extra material. The books, fiction and non-fiction, are selected by the library staff at FERC. The material is exchanged on three occasions during the year and as many as 500 books may be transferred at one time.

(iii) *16 mm Film Library.* Around 500 films are held at FERC and they can be borrowed by any school provided at least 14 days' notice is given. The loan period is 1 week and, since this service is very popular, teachers are always asked to provide alternative dates for showing.

(iv) *Audio-Visual Media.* Filmstrips, records, audio-cassettes, slides, slide sets, charts etc. are all held at the Centre and can be borrowed by teachers. For some items, e.g., filmstrips, the loan period is as little as one week, but for others, e.g., charts and records, it can be as long as one month.

(v) *Primary Reading Centre Material.* Within this Centre, which has two Staff Tutors in Primary Education working from it, there is a wide selection of reading material, e.g., books, games, SRA laboratories. These items are suitable for remedial readers within both the primary and secondary sectors. This material, recommended by the tutors but bought by the Educational Library Service of which the Primary Reading Centre is a part, is for display purposes only and cannot be borrowed.

(vi) *Remedial Reading Library.* There is, however, a small selection of remedial reading books suitable for all ages which is kept outwith the Primary Reading Centre and can be borrowed by teachers. There is no stipulated loan period and these are usually recalled when required elsewhere.

(vii) *Commercial Kits.* These learning packages, all of which are for primary school use, number about 50. Multiple copies are held and can be borrowed by schools for as long as a term.

(viii) *Museum Kits.* These are models, e.g., a Roman fort, an animal etc. They have been selected by a working party of Head Teachers with a declared interest in museums. These kits may be borrowed for a term at a time. Some museum material can also be borrowed from the Dunfermline and Kirkcaldy Museum Services.

(ix) *Teachers' Lending Library.* There is a wide range of books available to teachers on the theory of education, on teaching specific subjects, on the psychology of children etc. A number of educational periodicals is taken, and there are displays of recent publications. All this material is intended to keep the teacher abreast of the latest views and research in the academic world.

(x) *Sixth Year Studies.* The Service holds a variety of specialist material, most of which is for the SYS use. Books requested which are out of print are borrowed through Inter-Library Loans.

(xi) *Reference Collection.* Thousands of books, slides, photographs, charts, tapes, records and cuttings other than those available on loan are all catalogued and indexed under a "keyword" system for easy reference for the teacher who is preparing learning or teaching material. It is to this collection and via this system that teachers will initially turn in order to acquire back-up information for lessons, worksheets, kits etc.

(2) Catalogues

Two catalogues of the Educational Library Service's holdings have been distributed to schools. The primary schools have received one or two copies of both lists but the secondaries were sent as many as half a dozen.

These catalogues are:

(i) A "Gramophone Record Catalogue" which contains over 1500 entries. These consist not simply of light and classical music but also comedy, spoken word and sound effects material. This booklet, which appeared in October 1977, is presently being updated to include new titles and will have 2500 entries.

(ii) A "Catalogue of Films Strips" was issued in March 1976. Since then, two supplementary lists have been circulated. The catalogue is divided into subject areas. The running time of the film and whether or not it is in colour are always indicated. For the filmstrips, a grading system is employed to show whether the item is best suited for infant, primary or secondary, or is of a technical nature or is of general interest.

(3) Order and Delivery

Non-book items are ordered on individual order forms. Project kits are normally ordered by letter or telephone call. Delivery of the Exchange Stock is done by the FERC van. This also applies to records, charts and the museum kits. The films and the smaller audio-visual items go by post or are collected personally. This means that with the latter material the school either has to arrange for a personal delivery of the borrowed stock or it has itself to pay the cost of the return postage. However, a film delivery service is due to start in the autumn of 1979.

5. ADDENDA

(1) Fife Educational Television Service (Dunfermline 25293)

Fife Educational Television Service, hereinafter referred to as "FETV", provides a number of services to the secondary schools within the Region including: (i) a library of video-tapes, (ii) TV studio facilities, and (iii) a film unit with equipment for producing one's one films.

The history of the Service is interesting. In 1964 a closed-circuit television system was installed in Queen Anne High School, Dunfermline, which permitted lessons to be broadcast "live" from a central studio to a number of classrooms, while a "talk-back" system enabled presenters to evaluate both their teaching material and the method of presentation and made national programmes available at times suitable to departments within the school. The experience gained in these first two years meant that the presentation and structural expertise increased with the result that "talk-back" was gradually phased out.

In August 1971, Dunfermline Carnegie Trust made a major contribution towards the cost for the extension of television facilities to include four further schools. This involved the provision of a "master" video-tape recorder, based at Queen Anne High School, from which "dub" copies of programmes (nationally and locally produced) could be made and distributed to the schools, each of which had been provided with a video-tape recorder and monochrome monitor on a trolley unit. In-service training courses in the operation of video-tape recorders were conducted for Principal Teachers from each school and they in turn instructed their departmental staff.

Through time these facilities have been extended until today they cover every secondary school in the Region. Each school now has a VCR and a colour set and some of the larger secondaries have two VCRs. Furthermore, there are schools which have internal distribution systems which enable the schools to punch out a programme which can be seen in a number of areas within the school. N.B., the primaries which have VCRs have bought them from their own school funds.

It has to be stressed that all recordings are done at FETV. No video-taping is carried out in individual schools. Catalogues of FETVs holdings are distributed annually, each secondary receiving as many as 20 copies. Each term supplements are issued to the schools detailing recent additions. At the start of the session, these additions lists are incorporated into a new catalogue from which is excluded the number of programmes which cannot be held any longer for reasons of copyright.

To order a programme, a member of staff simply completes a standardised postcard available from the school office and returns it to FETV. The video-tape requested, which may then be played at times which are suitable to each school, is delivered within 14 days of receipt of the order. The tape may be retained for as long as a week before being returned. A tape identity card accompanies each video-tape and provides feedback on the number of classes which watched the programme, how often the tape was run, and comments on picture quality and programme content. This means that for each tape which goes out FETV has a record of who used it, when it was used, the number of times it was used and with which classes, and also the class reaction to the tape. This enables an analysis to be prepared for the Education Authority, the BBC and the independent companies.

The great advantages of this system are its ease and its flexibility. All a teacher has to do is fill in an order form. FETV takes care of the rest. The class views whenever it wishes. The cost to the school is nil. The items are delivered by the FETV van which calls twice weekly at all the schools in Fife with the exception of those in the distant East Neuk where delivery is only once per week. The schools do not have the bother of recording programmes themselves. This has some clear advantages. Firstly, FETV has first-class equipment and, therefore, the video-recordings are of the best quality. Secondly, the common difficulty of deciding who is responsible for video-taping within a school is avoided. Thirdly, for the schools to do their own taping would be more expensive.

The tapes held by FETV are nearly all Schools Broadcast material and most of them are BBC programmes for the belief within FETV is that ITV produces fewer programmes for the 12 years and over age range. There are also available tapes of FETV's own productions and of some

British Petroleum films, permission having been granted by the company to the Service to transfer some of their films on to tape.

FETVs productions are made within its own studio and/or on location with the film unit. The original idea was that teachers would write the scripts, edit etc. but, for a variety of reasons, this has not happened. Accordingly, this task is done, more often than not, by professional staff at FETV who have now produced over 30 programmes, sometimes using celebrities such as Bing Crosby, Lulu and Magnus Magnusson.

The staff at FETV, which is based in a building formerly used by an adjacent primary school in Maitland Street, Dunfermline, includes the Head of FETV, a Producer, a Senior Engineer, six Engineers, one Graphic Artist, one Cameraman, two Secretaries and one Van Driver. The Service Headquarters are open on weekdays from 9.00 a.m. until 5.00 p.m. and on the occasional evening when necessary.

(2) Programmed Learning Unit (Kirkcaldy 67272)

This Unit which is staffed by the Programmed Learning Officer and his Assistant is based at, although it is not part of, the Fife Educational Resources Centre, Kirkcaldy.

The Unit offers a variety of services to teachers:

(i) Approximately 800 programmed learning texts (i.e., 800 separate titles, excluding multiple copies) are available to teachers. These texts take many forms, e.g., printed books, duplicated leaflets, filmstrips, filmstrips and booklets, booklets/tapes and apparatus. Most are commercially produced for there is little that emanates from the Unit itself.

(ii) Audio-visual media. There are around 500 tape-slide presentations, 300 tapes and 100 slide sets which are suitable for use in schools and cover the whole area of the curriculum.

(iii) A rotating exhibition of the Unit's material is always on display in a school. The items included are examples of what the Unit holds and they are left for three weeks at a time at each school. While this service is available to everyone, more use is made of it by the primaries, especially the one-teacher or two-teacher establishments.

(iv) A supply of Electronic Learning Aids is held and can be loaned to any school. The Unit also is involved in piloting learning apparatus which may be used in schools.

The choice of the material which is bought by the Programmed Learning Officer is mainly decided by the teachers. Samples or display material are always acquired before purchase and if, in the opinion of the teachers who try out the items, they are worthwhile then they are ordered. It is also worth noting that the stock held by the Unit covers both the primary and the secondary sector with bias towards neither.

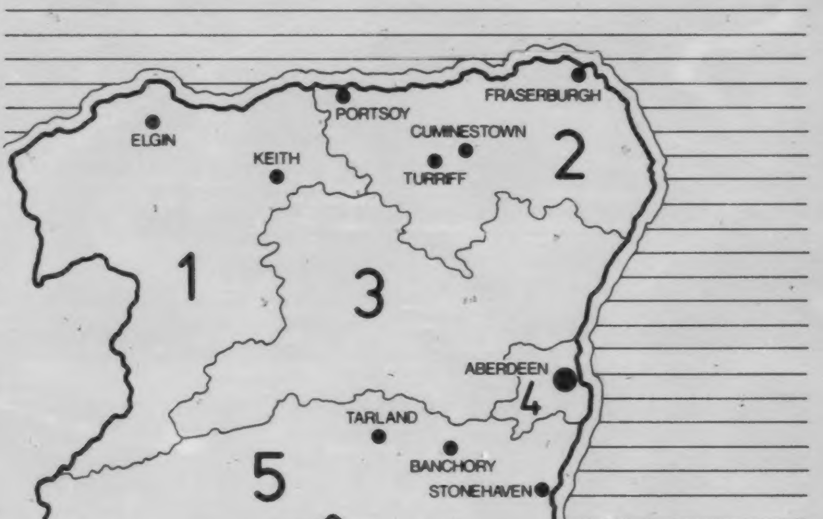
A list exists of all the programmed learning texts. One copy is sent to each primary school but that figure is increased when the school roll is high. The secondaries receive subject off-prints which are addressed to the Principal Teachers of each subject concerned. Similar lists and procedures exist for the audio-visual holdings. There are also lists for 25/30 project themes, these compilations detailing exactly what is held in all the media on each particular topic. These have been produced for primary schools but, as yet, no copies have been distributed.

Delivery of the material is done by the Fife Educational Resources Centre van, by post, or by the Unit's staff. The final method is considered important especially when a teacher is using a programmed learning text for the first time and instructions and advice are essential. There is no standard loan period, the length of time depending on the material used.

GRAMPIAN REGION

ADMINISTRATIVE AREAS

1 Moray
2 Banff & Buchan
3 Gordon
4 Aberdeen City
5 Kincardine & Deeside


FRASERBURGH
PORTSOY
ELGIN
CUMINESTOWN
2
KEITH
TURRIFF
1
3
ABERDEEN
4
TARLAND
BANCHORY
5
STONEHAVEN
INVERBERVIE

Grampian Region

Grampian Region was created by the union of five authorities—Aberdeenshire, the city of Aberdeen, Banffshire, Kincardineshire and part of Moray and Nairn. Today it has 296 primary schools (including nursery/infant schools) and 32 secondary schools. The Region's Education Offices are in Woodhill House, Aberdeen, and for the purposes of education administration the area is sub-divided into five Divisions (which are the same as the five District areas within Grampian)—City of Aberdeen, Banff and Buchan, Gordon, Kincardine and Deeside, and Moray. Grampian Region has 458,700 inhabitants.

In some senses, at least, Grampian can be viewed as an educational miniature of Scotland. It contains, on the one hand, a sizeable number of small, rural, one-teacher schools and, on the other hand, large, urban, six-year secondaries. Also, some of the schools are in remote areas, thinly populated, with access frequently difficult and sometimes impossible during the snows of winter. Therefore, the ways in which the Region has dealt with the problems of resources organisation are of particular interest. One remarkable educational feature of the Grampian Region is that there exists a School Resources Service with its headquarters in a former primary school in St. Paul Street, Aberdeen, now known as the Teachers' Resources Centre. This Service is organised into two main sections—the School Library Service and the Technical Service Unit. In other words, not only is there not the dichotomy that exists in many authorities between the library service and the audio-visual sector, but in Grampian the two unite under the same banner, that of the School Resources Service, which is the responsibility of the Resources Development Officer. This, therefore, enables the Region to provide schools with four closely inter-related services—(i) a library resource service, (ii) a repair and maintenance service, (iii) assistance with in-service training, and (iv) support for curriculum development.

1. TEACHERS' AND RESOURCES CENTRES

(1) Teachers' Resources Centre (Aberdeen 23456)

This Centre in the old primary school in St. Paul Street has a lecture hall, three meeting rooms, a tea room, a teachers' library, two craft workshops, two science laboratories, one audio-visual workshop, an electrical workshop, an art room, a TV studio, an off-air recording room, and a photographic dark room.

It is open to teachers every weekday from 8.30 a.m. to 5.30 p.m. and on Saturday mornings from 10.00 a.m. to 12.30 p.m. It is also open for evening meetings by arrangement, and, in fact, is open on most evenings during term time. The tea-room is open from 10.00 a.m. to 12 noon and from 3.00 p.m. to 5.00 p.m. on weekdays and from 10.00 a.m. to 12 noon on Saturdays.

It should be noted that the Centre houses the Technical Service Unit, which is discussed separately later, and also a Teachers' Library, details of which are available in the section on the School Library Service.

(2) Aberdeen Music Centre (Aberdeen 23785)

Aberdeen Music Centre in Little Belmont Street, Aberdeen, is housed within a building which was formerly a part of Aberdeen Academy. This Centre which has been based at its present premises since 1970 serves the Aberdeen Division. However, the first such centre was started shortly after the Second World War and has had several homes since then. Today, it provides accommodation for two Advisers in Music and the permanent staff there includes three Secretaries, one of whom is part-time. The Centre itself contains a concert hall which is capable of seating 520 people, five large rooms which are used for band, orchestral and choir practice, and two offices in one of which there is a library.

The library has a variety of items. There is a large collection of sheet music for bands, choirs, ensembles, orchestras etc., and there are single and multiple copies of parts and scores. The library also includes textbooks, classroom activity books, and over 1000 LPs. These holdings have been built up over the years thanks partly to donations of material from local choirs, societies etc., but also mainly from Education Department funds. A list detailing the stock held at Little Belmont Street has been produced and is updated when time permits. Music textbooks and filmstrip/record combinations can be borrowed from the School Library Service. There is available also at the Centre a small collection of classroom percussion instruments.

The Centre is used for a number of purposes—as a base for group tuition, as a meeting place for in-service courses, and as a venue for concerts and festivals. It is open during weekdays from 8.30 a.m. to 5.00 p.m.—(closed for lunch between 12.45 p.m. and 2.00 p.m.)—and in the evenings by arrangement when it is used by Music Centre ensembles, local bands and musical societies. Also, on Saturdays from 9.00 a.m. to 12.30 p.m. there are orchestral, band and choir rehearsals for the various groups which consist of pupils from Aberdeen and Kincardine.

(3) Banchory Resources Collection (Banchory 2510)

This is a small Collection housed in a room in the Nursery Unit of Banchory Primary School. The material has been gathered together by one of the Primary Advisers for the Kincardine/Deeside Division, using her allocation money and by the School Library Service whose items have been loaned, long-term, to Banchory Academy next door. The holdings are suitable only for primary schools and, while a teacher from any school is welcome, the Collection is intended for the six primaries which feed the Academy. The centre is open during the week from 9.00 a.m. until 5.00 p.m. There is no one in attendance and the visitor simply records in a book what has been taken and when it is returned. There is also a "requests section" which encourages the caller to participate in choosing additional stock.

The Collection includes books (including those suitable for remedial readers), teachers' reference works, activity cards, cassettes, filmstrips and wallcharts. A list of the holdings is kept by the Adviser and by the Teachers' Resources Centre in St. Paul Street, Aberdeen. However, this list is not circulated among the six schools. Details of the Collection are given to the teachers by the Adviser on her visits.

There is no hardware kept here although there is room for it and the Head Teacher of Banchory Primary School intends to place his own reprographic equipment in a new resources room which is to be incorporated in a new extension. Hopefully, it will be available to teachers from the other schools in the area.

(4) Bervie Equipment Bank (Inverbervie 312)

This is a collection of hardware kept in a small room in Bervie Primary School. The equipment, which includes a 16 mm projector, a spirit duplicator, a slide projector, a radio/cassette recorder etc. has been deposited there by the Technical Service Unit. These items can be borrowed or used on the premises. Any teacher who wishes to make use of this service can write, telephone or personally call upon the Headmaster of Bervie Primary School, who has responsibility for the Equipment Bank. No delivery service is operated and schools/individuals are responsible for uplifting and returning items. There is no software here nor is paper provided for the spirit duplicator, transparencies for the OHP etc.

Hardware has been available at Bervie since August 1977. It was originally intended for the six coastal primaries in Kincardine. However, as a result of under-use of the Bank, the number of schools has been extended to 16, i.e., to all the Kincardine primaries. It is noteworthy, however, that the item which fewest schools have—16 mm projector—is the most used. A list of all the items held has been distributed to the Head Teachers of these schools.

(5) Elgin Resources Collection (Elgin 3361, ext. 213)

This Collection is in the former Victoria School of Art and Science, most of which is today used by Moray College of Further Education. It is housed in two rooms and consists entirely of primary school material. It was set up in February 1979 by the two Primary Education Advisers for Moray Division from part of their cash allocation. It is open only by arrangement with these Advisers, whose telephone number is given above.

The material, which is mainly books and covers the whole school range from Infant to Primary 7, falls into six sections: (i) teachers' reference books; (ii) children's story books, single and multiple copies; (iii) project kits; (iv) reading schemes; (v) sample copies of books, e.g., in Mathematics, Language, History; (vi) a small display of Mathematics materials.

Items (iv)–(vi) are for inspection only. There is also available for consultation a series of short reviews of some of the children's stories. These critiques, prepared by John A. M. McKay, one of the Primary Education Advisers, include both a summary of the text and an evaluation. No equipment is kept there. The list of the items held has been distributed to all the Head Teachers of Primary Schools in the Moray Division. Delivery of books on loan is by post or personal visit from the Advisers. Personal callers, however, are most welcome.

(6) Fraserburgh Teachers' and Children's Centre (Fraserburgh 2263)

This Centre in Victoria Street, Fraserburgh, serves the Fraserburgh area of the Banff/Buchan Division. The building is used for three purposes: (i) to house a Teachers' Centre, (ii) to serve as a base for Child Guidance and Remedial staff, and (iii) to provide accommodation for a Centre Class which consists of a small group of secondary school children who, for behavioural reasons, have been withdrawn from their usual classes and attend here full-time (a teacher is assigned to this unit).

The Teachers' Centre consists of one large room which can accommodate about 20 people and contains a lounge, coffee table and easy chairs, a former workshop which now doubles as a kitchen complete with coffee and tea-making facilities and which can hold small discussion groups or working parties, a small conference room and a store.

The Centre is used mainly for in-service courses organised by Advisers but it is also used as a base for other educational activities, e.g., displays, exhibitions. These exhibitions, of which there are about half-a-dozen every year, are mounted by the School Library Service in Aberdeen or by Advisers or by commercial publishers. Details are given in the *Grampian Educational News*, a fortnightly Education Authority publication issued free to schools, or in in-service material circulated by the Education Department. Normally, the items on show are not for borrowing but simply to let teachers see what is available for purchase or on loan from the School Library Service.

Within the Centre there is a collection of items suitable for primary school teachers. These include a selection of audio-visual software, children's story books (single and multiple copies) and both language development and remedial reading material. These holdings have been gathered together by one of the Primary Education Advisers for the Banff/Buchan Division. Most of these items are always available in the lounge (unless out on loan) and, although no list is kept, can be issued to schools via the Adviser. No hardware is available for borrowing.

Also available through the Adviser are two further services. Firstly, there is a small number of project kits which can complement the School Library Service material on certain topics. These kits are multi-media and have been prepared as a result of requests. Such requests usually follow upon the Adviser's visit to a school and the identification of some gaps at class level. This is not a formal service and no lists are available. Secondly, inspection boxes are also prepared at the Teachers' Centre. These consist of items considered suitable for use throughout the primary curriculum and the aim is to let the teacher see what is on the market and can be purchased.

There is no full-time staff at the Teachers' Centre but messages can be left there with the Centre's secretary. It is open on weekdays from 9.00 a.m. to 5.00 p.m. and, if necessary, can be opened later. Any teacher wishing items can contact the Adviser or call personally. No delivery service operates from Fraserburgh.

(7) Monquhitter Resources Centre (Cuminestown 238)

This is a collection housed in Monquhitter Primary School, Cuminestown, which contains both hardware and software. The hardware has been supplied by the Technical Service Unit. The software has been provided by a number of Advisers, e.g., Art, Drama, Homecraft, Music, Primary Education and Physical Education, and by the School Library Service which has loaned material on a semi-permanent basis. This has all been assembled by one of the Primary Education Advisers for the Banff/Buchan Division, with the help of the Head Teacher at Monquhitter Primary School.

The software is suitable mainly for primary schools although there is material which can be and is used by local four-year secondaries. It is intended that the Centre will be used by 19 of these schools in the Turriff area although access will be available to teachers from anywhere in the Banff/Buchan Division. Monquhitter is open daily, during the week, from 9.00 a.m. until 4.45 p.m., it is also open any weeknight during the school term until 9.30 p.m. from the end of September until Easter (excluding school holidays); or, if neither of these arrangements is suitable, by prior agreement with the Head Teacher. There is no resources staff here and any borrower is asked to note in a book what has been taken and when it has been returned. This applies also to hardware. However, a more sophisticated borrowing system will shortly be introduced.

The Centre itself is in a converted Science laboratory (Monquhitter, opened in 1964, was formerly a secondary school) and started operating in February 1979. It consists of one large room with an adjacent store room which is used for storing the equipment and for reprographics. The hardware there includes a 16 mm projector, a record player, cameras, a photocopier, a spirit duplicator, a slide projector etc. The software comprises books (single and multiple copies), cassettes, slides, filmstrips, maps, wallcharts, games, learning packages, and a small number of project kits. This material covers the whole school range from Infants to Primary 7. Already a list of the equipment and two lists of the book and non-book resources have been produced. These have been sent to the 19 schools previously mentioned, normally one copy to the Head Teacher and another to the Depute Head Teacher, where applicable (N.B., many of these schools are two-teacher or three-teacher establishments).

This Centre has an added advantage in that it is quite large and is able to accommodate groups of approximately 50 people. It also has coffee and tea-making facilities and contains a small lounge complete with coffee table and easy chairs. Accordingly, it is now a frequent choice for meetings, in-service courses, lectures etc. with the result that any one attending automatically is made aware of the collection and what is available.

(8) Stonehaven Resources Collection (Stonehaven 63671, ext. 53)

This Collection is housed within a ground-floor room in the Education Offices, 1 Robert Street, Stonehaven. It consists of items suitable for primary schools and is intended for the 23 such schools in the Kincardine area.

The resources there include: (a) children's books, single and multiple copies, for use in the classroom; (b) a small number of teachers' reference books; and (c) educational games, e.g., in Mathematics, English. This material has been gathered together over the years by the Advisers in Primary Education for the Kincardine/Deeside Division from their allocation. The Collection which was first available to teachers in 1972 contains no audio-visual equipment; nor is there a list of the holdings available, the reason given being that items are constantly being added, and also removed, for use in schools.

Teachers may borrow from this Collection at any time, the room always being open during office hours. Anyone who makes use of this service is asked to record in a book what has been taken, by whom, and when it was returned. There is no delivery system although, on occasions, Advisers will take out material on request. Otherwise, teachers must collect and return the items themselves. There is no mandatory loan period.

(9) Tarland Resources Centre (Tarland 204)

This is a collection based in a room of Tarland Primary School. It has been assembled by one of the Primary Education Advisers for the Kincardine/Deeside Division, who has stocked it herself with help from the School Resources Service for the Region which has, through the School Library Service, provided software on a long-term loan and, through the Technical Service Unit, issued hardware. The software is suitable for primary schools and the aim of the Centre is to provide material for the 12 feeder primaries to Aboyne Academy.

The Centre is open daily, during the week, from 9.00 a.m. until 4.45 p.m., and any teacher wishing entry any evening can make prior arrangements with the Head Teacher at Tarland Primary School, and the building will be open. There is no staff at the Centre. The visitor simply records in a book what has been taken and when it is returned.

The equipment there includes 8 mm and 16 mm projectors, tape recorders, cassette recorders, epivisors, thermal copiers and spirit duplicator. The paper for reprographics is provided free of charge. The software comprises books (including reading schemes), filmstrips, slides, cassettes, SRA labs, wall charts etc. No list is kept of the holdings nor is one circulated. The information is passed on by word of mouth by the Adviser to the teachers. The Centre is also regularly used for meetings of about a dozen people and consequently visitors can see what's available at the same time. There are coffee and tea-making facilities.

2. ADVISERS

The Advisory picture in Grampian is varied in that some Advisers have a Regional remit and others an area responsibility. To this end there are four areas within the Region—Moray with its headquarters in Elgin; Banff/Buchan with Keith as its home base; Aberdeen North and Gordon; and Aberdeen South and Kincardine/Deeside. The Advisers who work solely in the last two areas have offices in Woodhill House, Aberdeen, as do those who cover the whole of Grampian with the exception of the Adviser in Environmental Education who is based in Elgin.

The Regional Advisers are as follows: Business Studies, English, Environmental Education, Geography, History, Mathematics, Modern Languages, Modern Studies, Religious Education, Science and Special Education. The Advisers for Moray Division are: Music and Primary Education (2). The Advisers for the Banff/Buchan Division are: Music and

Primary Education (2). Two Advisers, one in Art and the other in Speech and Drama, have responsibility for both these Divisions. The Advisers for Aberdeen North and Gordon Division are: Art, Music, Primary Education (4), and Speech and Drama. Those for Aberdeen South and the Kincardine/Deeside Division are Art, Music, Primary Education (3) and Speech and Drama. The three Advisers in Home Economics, the three in Physical Education and the two in Technical Subjects operate across slightly different area lines than the rest but, with the exception of one Home Economics Adviser and one Physical Education Adviser who are both based at Keith, Woodhill House is their "home".

Many of the Advisers have subject panels of their own, some of which are involved in preparing material for use in the classroom. The production of any Regional publications is undertaken by the Technical Services Unit, details of which are given later. The work of this Unit is determined by the Resources Development Officer who, consequently, is consulted at an early stage by all interested parties. It must be stressed that the Unit's facilities are not available solely to Regional subject panels but can be used also by schools and teachers provided it seems likely that their material will appeal to a wider market than a single class. Accordingly, kits and packages produced in Grampian are not always the result of long deliberations by large study groups but may be the result of work by an individual teacher.

3. EQUIPMENT IN SCHOOLS

Not surprisingly, the Region has many schools, both primary and secondary, which can be said to have resources centres. This is the result of the work of a strong central back-up team in Aberdeen which has provided full support and encouragement to any school wishing to establish such a centre. The School Library Service helps primaries to set up and maintain a central library/resources area. This involves the physical planning and layout of the room(s), the supply of shelving and equipment, and the organisation of materials (cataloguing, classification and lending system) as well as the uses made of them. At the secondary level the School Library Service holds periodic in-service courses for the library staff and for teachers at which stock, its organisation, and the role of the library/resources centre in curricular support, are discussed. Fifteen of the secondary schools have an audio-visual technician or technical assistant and nine secondary schools have a technician or technical assistant who spends a proportion of his time on audio-visual work. This indicates the support in-depth which can be given to such a centre at the local school level.

The repair and servicing of the educational technology hardware is done, if possible, in the school by the technician. Experience has shown that if there is an expert on the spot, especially one who is capable of maintaining the language laboratory, then the work load for the central repairing body is considerably reduced. Should the school technician be unable to deal with the repair, the equipment is then sent in to the Technical Service Unit in the Teachers' Resources Centre or someone from there goes out to the school. Details of this service are given in the following section. Grampian is as close as possible to a standardised situation as regards equipment. For example, all the schools use Philips VCRs and so there are no problems over the video-recordings done by the Technical Service Unit. All the cassettes held centrally can be used in all the VCRs kept in the schools. Also schools, both primary and secondary, consult the School Resources Service before buying any hardware. They have been asked to do so and it is an instruction that has been followed. The teachers are well aware that if they go ahead and ignore Regional advice on equipment purchases, then neither spare parts nor servicing can be guaranteed.

4. TECHNICAL SERVICE UNIT

The Technical Service Unit is organised into four departments, each specialising in its own field, but co-operating closely on joint projects. With the exception of the Printing and Graphics Department which is based in Little Belmont Street, these departments are in the Teachers' Resources Centre at St. Paul Street. The Technical Services Manager oversees their work and he, in turn, is responsible to the Resources Development Officer.

(1) The Audio-Visual Aids Department

The staff is two Senior Technicians, two Technicians, three Trainee Technicians, and one Technical Assistant (who is exclusively concerned with recordings). This Department is responsible for the maintenance of all audio-visual equipment in schools: language laboratories, television sets and radios, audio and video-cassette recorders, 16 mm sound projectors, slide and filmstrip projectors, overhead projectors and episcopes. The servicing and reprographic equipment is also undertaken.

Certain items of audio-visual equipment may be borrowed by schools for special occasions or if their own equipment breaks down and cannot be quickly repaired. A list of such items has been issued and includes loud-hailers, public address systems and portable television units as well as the commoner audio-visual aids. Small collections of audio-visual equipment are being established in selected areas. One such collection is now in Bervie Primary School for the convenience of schools in Kincardineshire. Another is in Monquhitter School, Cuminestown, to service the Turriff area.

The Department has a small TV studio equipped with three monochrome cameras and video-recording equipment. There is also a photographic dark room. These facilities are available for curricular projects and staff training. Other services offered by the Department include: (a) a cassette copying service for making multiple copies of audio-cassettes; (b) a recording service for all radio and TV broadcasts to schools. (These recordings are held in the Teachers' Library in the Teachers' Resources Centre.); (c) an advice service available to any school wishing to purchase new equipment; and (d) a sales service covering nearly all the pieces of hardware which are used in schools.

(2) The Technical Crafts Department

The staff numbers one Senior Technician and one General Technician. This Department investigates new materials and processes and constructs new models for introduction into craft work in schools. Furniture and equipment for special purposes are designed and built. Certain items of electrical equipment in schools are serviced and repaired.

(3) The Science Department

The Department's staff consists of one Senior Technician and two Technicians on secondment from schools. This Department designs and builds new science equipment and also modifies and adapts equipment to meet the needs of Science teachers. New equipment is tested and advice is available to schools on the choice of apparatus. The Department also provides a repair service for Science equipment. A range of apparatus is available for borrowing; a loan list has been issued to schools and it is sent to the Principal Teachers of Science and the School Librarian. The list is updated every two years.

(4) The Graphics and Printing Department

The staff is made up of one Senior Technician and three Technicians. The Department provides designs, layouts and art work for posters, worksheets and booklets. Offset and silk screen printing is carried out. It does not normally undertake work for individual schools but if several schools produce material to be used by all of them which has been prepared by a working party with or without an Adviser's guidance, then the Department will print the material. However, there is a charge for the paper and the labour. Display boards and stands may be borrowed by schools wishing to mount exhibitions of work. Advice on setting up exhibitions is available.

(5) Training

The Technical Service Unit provides supplementary training for laboratory, craft and audio-visual technicians in secondary schools. Training courses on the use of equipment are also provided for teachers, careers officers and community education staff.

5. SCHOOL LIBRARY SERVICE

The central establishment of the School Library Service is at Little Belmont Street, Aberdeen (Aberdeen 573594 or 28416). There is a small branch situated at Portsoy Primary School, Aird Street, Portsoy (Portsoy 520). Also, within the Teachers' Resources Centre, St. Paul Street, Aberdeen, there is a Teachers' Library (Aberdeen 23456, ext. 689).

The Service is staffed at Little Belmont Street by the Regional Schools Librarian, the Stock Control Librarian, the Stock Support Librarian, two Chartered Librarians, three Library Assistants (one of whom is part-time), one Driver/Assistant and one Typist; at Portsoy by two Library Assistants (one of whom is part-time), one Driver/Assistant; and at the Teachers' Resources Centre by one part-time Library Assistant. Within the secondary schools there are six Chartered Librarians, 29 Library Assistants (18 of whom are part-time) and one Resources Centre Assistant. Only two six-year secondary schools have no library staff and in these cases the administration is done by the Principal Teacher of English.

The School Library Service gives support to individual school libraries by providing information materials in book and audio-visual form and by assisting in the planning and operation of the school libraries. A description of the services offered is contained below.

(1) School Library/Resource Material

Every primary and secondary school receives a library grant which is dependent on the number of pupils at the school, i.e., it is a *per capita* allowance. This money may be spent on any items of software, not necessarily books. The orders are submitted directly by the individual schools. They are neither channelled through the School Library Service nor catalogued centrally there.

Secondary Schools. Every secondary school has a permanent library. Its stock in theory is added to by the Head Teacher but in practice he/she will delegate this power to a Library Committee or to the librarian and teacher especially responsible for the library. There are two ways by which material can be chosen: either (i) individual departments submit requests to the Committee or librarian who will co-ordinate the requests and then make the purchases and, if any money remains, the Committee then will decide how to use it; or (ii) each department in the school is allocated a fixed sum to spend—and, if this is the case, it is possible that a department may dispose of its allowance on something that is seldom used.

Primary Schools. Every primary school has a permanent collection of books and, usually, of non-book materials. The Head Teacher will decide often in consultation with the staff how best to utilize the resource allowance.

The material held by the School Library Service is available to all schools. This stock which is added to annually has been built up over the years. The bulk of the purchases is done by the School Library Service staff because it is they who are in direct touch with the demands from the schools. Advisers can and do make recommendations. Similarly, the School Library Service can and does seek advice from Advisers on the suitability of certain items, particularly expensive pieces of software, e.g., simulation packages. Nearly all the holdings are commercially produced although there are a few items which have been the product of work done by local groups or even by a single teacher.

The School Library Service material can be said to fall into several categories:

(i) *Project Kits.* These are intended to supplement school resources for project work, centres of interest and other groups studies. They consist of packages of approximately 30 books and audio-visual units selected on specific topics and for particular age groups. The service operates mainly at primary level, but the number of secondary project kits in use is increasing. The kits are lent for a term at a time and may be retained for use in another class. A list of 300 hundred kits presently available, many with multiple copies, can be obtained from the School Library Service.

If a teacher's needs cannot be met from the list of kits, he/she should describe in detail the subject required and the age of the pupils. Kits will be assembled to meet these special requirements but these "made-to-measure" packs may be less comprehensive than the listed kits.

Requests for kits should preferably be submitted at the end of one term for the beginning of the next. They should specify the name of the school and the class concerned, along with the number and title of the kits required and should give alternative selections whenever possible.

Because of the popularity of this service (demand increased from 1400 to 4819 in two years), a limit of eight kits per school has had to be set, at least for the time being.

(ii) *Supplementary Stock Loans.* Collections of books at the rate of two per pupil are supplied to some primary and secondary schools and exchanged once or twice per session. It is not possible to extend this service at present to all schools, but any school experiencing a special stock problem—for instance, a shortage of remedial readers or reference books for a new course of study—can refer the matter to the Regional Schools Librarian, Little Belmont Street, Aberdeen, who will assist wherever possible.

This service has not been extended to areas which did not have a School Library Service before local government regionalisation. The urban schools (both primary and secondary) in Moray and Aberdeen City do not have it because of shortage of staff in the School Library Service.

(iii) *Audio-Visual Media.* A wide range of information media for lending to schools is held at Little Belmont Street, Aberdeen. There are filmstrips, slide sets, audio-cassettes, open reel tapes, discs, cassette/slide and cassette/filmstrip units, audio-visual units and a few sets of overhead transparencies. A *Visual Aids Catalogue* listing some 4000 filmstrips and slide sets was published with an accompanying index in January 1977. This has been followed by a Supplement in 1978.

Catalogues of audio materials both for primary and secondary schools (i.e., *Catalogue of Audio Materials—Primary* and *Catalogue of Audio Materials—Secondary*) have recently been issued. Other lists are published regularly in separate form and in *Grampian Educational News.*

When requesting audio-visual materials, the accession number and title of the items required have to be quoted. The loan period is three weeks although an extension of loan may be granted if the material is not required by another school.

(iv) *Learning Packs.* Learning packages from commercial firms and from teacher groups and educational organisations are available for borrowing. These consist mainly of printed materials which are, in most cases, supplemented by audio-visual media. They include such structured kits as the *Historical Walk-Around Old Aberdeen* prepared by Education Department staff.

(v) *16 mm Films and Video-Cassettes.* The collection of 16 mm films has over 250 titles. This collection and a smaller collection of video-cassettes may be borrowed from the Teachers' Library in St. Paul Street. A catalogue and a supplement detailing the 250 films and 30 video-cassettes have been published and extra copies are sent on request. The loan period is three days. Teachers are asked to observe carefully that:

(*a*) films are returned promptly;
(*b*) damage or deterioration must be notified when the films are returned;
(*c*) amateur repairs should not be undertaken.

(vi) *Recordings of Radio and TV Broadcasts.* All schools broadcasts on radio and TV are recorded by the staff of the Technical Services Unit and the recordings are held in the Teachers' Library in St. Paul

Street. Radio broadcasts are kept for one month. TV broadcasts for primary schools are retained for two weeks and those for secondary schools for one year. Schools may make use of this service if they are unable to take a broadcast or to record it because of a holiday or a breakdown of the recording equipment in their school. Secondary schools may use this service if the programme is required some time after the original broadcast and they find it inconvenient to retain it on video-cassette. To obtain a recording, schools are asked to provide a blank cassette and to specify precisely the programme they require.

(vii) *Modern Languages.* A collection of modern language material, consisting of individual books, sets of readers and audio-visual media, is held at Little Belmont Street. This collection caters principally for French and German teaching, but there are also a few Spanish and Italian items. A catalogue has been issued and further copies are sent on request. Although the collection is basically intended for secondary schools it contains items suitable for use in the upper stages of primary schools. The loan period for audio-visual material and for individual books is three weeks. Sets of books may be borrowed for one term.

(viii) *Local Studies.* Being a new organisation, the School Library Service does not have the type of extensive local history collection which is found in most public libraries. Nevertheless, a useful range of information can be supplied, including general kits on Aberdeen City, local information on particular subjects (e.g., farming or fishing in Grampian, and paper-making in Aberdeen), historical maps mainly of Aberdeen, and descriptive and historical information on particular places, often on a parish basis. Since most books dealing with local subjects are written at adult level, the School Library Service co-operates closely with teachers in producing audio-visual units suitable for use with children.

(ix) *Book Requests.* Requests are accepted at Little Belmont Street for specialised books which are not in the stock of school libraries and which schools cannot or do not wish to purchase. This service is used mainly for Sixth Year Studies material, but books required for other school purposes are requested in the same way.

Books supplied from the School Library Service stock can be retained for a term unless otherwise required. Books borrowed from other libraries are subject to shorter loan periods.

(x) *Teachers' Library.* In addition to the 16 mm and VCR services already described, the Teachers' Library in St. Paul Street has a comprehensive range of books on education, teaching practice and

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subjects of special interest to teachers, e.g., crafts and sports. A range of periodicals is also in stock, and displays of new books and learning materials are mounted from time to time.

It must be stressed that the Teachers' Library stock consists of books written at adult level, and its function is to give teachers the opportunity to be up to date in subject knowledge and teaching practice. Material for use by pupils is not held in this library, but in the School Library Service premises at Little Belmont Street, Aberdeen, and at Aird Street, Portsoy. Teachers who cannot call in person send their requests to the Librarian, Teachers' Resources Centre, St. Paul Street, Aberdeen (Aberdeen 23456, ext. 689).

By arrangement with the Principal of Moray College of Further Education, Elgin, a collection of reference books for teachers is available for borrowing from the library of the College. There are between 300 and 400 books there and students and teachers may make use of this collection. This library is open from 9.00 a.m. until 7.30 p.m. from Monday to Wednesday and until 5.00 p.m. on Thursdays and Fridays.

(2) Catalogues

Printed catalogues or lists of almost all the School Library Service material are available. Details are given below. It should be noted that the School Librarian or the person with responsibility for the School Library receives a copy of all School Library Service publications. Grampian's policy is to use the library as the information base for the school so that any teacher requiring details about anything to do with resources would automatically think first of going along to the library and asking for help there.

Printed catalogues are:

(i) *List of Project Kits.* One copy is sent to the Head Teacher in each primary school.

(ii) *Visual Aids Catalogue* with an accompanying "Subject Index" first appeared in January 1977. Recently a *Visual Aids Catalogue Supplement* has been published which up-dates the original documents. These catalogues go to both primary and secondary schools. Depending on the size of the primary, one/three copies may be sent out; to each of the secondaries, four or five copies are despatched, the only suggestion being that one copy be given to the Head Teacher and one to the School Librarian. There is also a *Catalogue of Audio Materials—Secondary.* (two copies go to each secondary school) and a *Catalogue of Audio Materials—Primary* (again, two copies go to each school).

(iii) *Catalogue of Audio Materials* is produced at both primary and secondary levels. Primary schools are supplied with two copies of this catalogue and secondaries receive two copies of the complete secondary catalogue along with four copies of the departmental lists of which it is composed, i.e., departmental off-prints from the main catalogue,

(iv) *Catalogue of Learning Package Material* is available. In fact, there are two catalogues—one contains just primary material, the other includes both primary and secondary items. Two copies are sent to each school and the secondary schools each receive four additional copies of off-print lists relating to individual departments.

(v) *Catalogue of 16 mm Films* which also contains details of video-cassettes which can be borrowed and sent out to schools in exactly the same fashion as for the *Visual Aids Catalogue*.

(vi) *Catalogue of Modern Languages Collection* has been available since 1977. One copy is sent to each Principal Teacher of Modern Languages in every secondary school. Also at an annual meeting of all the foreign assistants in Grampian which is held every autumn in Little Belmont Street, copies of this booklet are distributed.

No catalogues or lists are kept of the Supplementary Loan Stock or of the Local Studies material. It should also be noted that the video-cassettes included in the *Catalogue of 16 mm Films* are those which have been purchased from Universities, Colleges of Education or other Education Authorities. To include all the video-cassettes of broadcasts held by Grampian would not be worthwhile since details are available in BBC and ITV publications. In addition, a catalogue of Weston Woods* filmstrips and cassettes for use with young children is published and subject lists are prepared on a multi-media basis.

The general policy adopted by the School Library Service is that primary school material is publicised in topic order according to its own version of the Dewey classification scheme. The secondary material is always arranged on the basis of the school department and three/four copies pertaining to each subject area go into every department. There is, of course, a complete set always available in the school library/resources centre.

(3) Order and Delivery

Teachers may call, telephone, or write in their requests to the School Library Service. Those working in the north-west of the Region contact

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*Weston Woods Studios Limited is an Oxfordshire publishing firm which specialises in multi-media productions for young children.

Portsoy, those in the remaining parts get in touch with Little Belmont Street. Enquiries for 16 mm films, video-cassettes, and recordings of radio and TV broadcasts are made directly to the Teachers' Library in St. Paul Street.

The delivery system is varied. Most School Library Service items are delivered by their own vans, one of which is based in Aberdeen and the other in Portsoy. Their tasks are mainly threefold: (i) to deliver/collect project kits, mainly at the start and the end of the school term; (ii) to deliver/collect the Supplementary Loan Stock—and this is done according to a regular schedule; and (iii) to attend to other requests, including the delivery of modern language material, audio-visual items etc.

Other methods used include:

(i) post;

(ii) Education Department Vans. These vans go forth from the Regional Headquarters and from Divisional Education Offices throughout the Region on regular runs. The drivers call in at the School Library Service and the Teachers' Resources Centre and check to see if there is anything to uplift to where they are going. This is a purely *ad hoc* arrangement but it works well;

(iii) Alexander's Bus Service. Parcels are regularly sent by bus, and dropped off at local shops which act as agencies for the Company. The teacher then collects from the shop/agency. This applies especially to the 16 mm films and video-cassettes;

(iv) Advisers who are on school visits;

(v) Technical Service Unit staff who are calling on schools.

The onus is on the school to return the items and it is perhaps not surprising that things are slower in coming back than going out. This is despite the fact that the drivers of the Education Department vans and the School Library Service vehicles *always* call at the School Offices to see if there is anything to be taken back. If the item requested by a teacher is held by the School Library Service, the normal delivery time is about one week.

(4) Addenda

(i) At Portsoy, only project kit material and supplementary stock loans are held. It is not intended as a duplication of Little Belmont Street although frequently there is some duplication. Rather it is better to think of the School Library Service material as one stock, part of which is housed sometimes at Portsoy. There is no requisitioning or selection of material done at Portsoy; that is the responsibility of the parent branch in Aberdeen. If a request comes in to Aberdeen from

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Portsoy, the material is delivered/collected by one of the School Library Service vans or the two vans meet and swop over items at Turriff. The bulk deliveries for the north-west are done from this small centre and that, coupled with its geographic suitability for the transportation of materials, is the argument for Portsoy's existence. However, its services are limited by (a) lack of staff and (b) the transport difficulties teachers have in calling at this little coastal village.

(ii) The School Library Service regularly mounts exhibitions and displays in the Teachers' Library and these are then moved around the Region to Fraserburgh, Elgin and to some other places. This is a permanent, on-going feature of the School Library Service and there is always a display somewhere in one of the centres.

Highland Region

Highland Region was created from the union of the former counties of Caithness, Sutherland, the mainland area of Ross and Cromarty, part of Inverness-shire, part of Moray and Nairn, and part of Argyll. Today, it contains eight Districts—Caithness, Sutherland, Ross and Cromarty, Skye and Lochalsh, Inverness, Nairn, Badenoch and Strathspey, and Lochaber. In terms of geographic size, this area is the largest of all the Scottish regions but it contains only one city—Inverness—and much of the remaining population is widely scattered and thinly spread throughout the crofts and clachans which are so closely associated with this part of the country. (The total population is given as 189,800.) Accordingly, hostel accommodation, travel etc. make demands upon Highland's Education budget to an extent that is not found in the majority of the Scottish authorities.

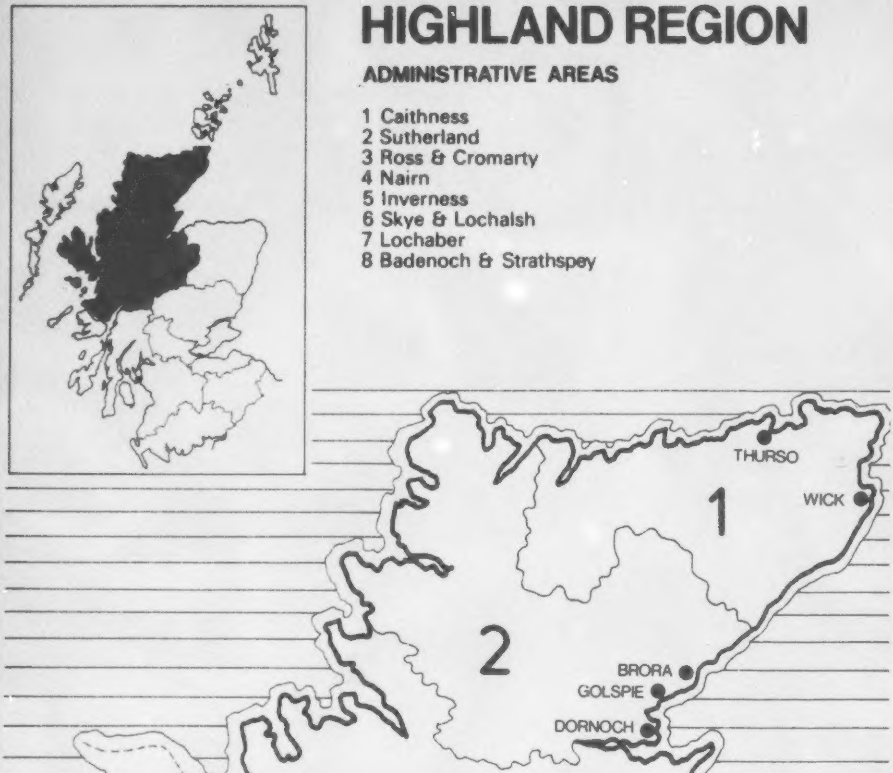
The schools, often remote and far flung, sometimes house only a few pupils; and the roads between them, perhaps single track and without benefit of tarmac, may cover not hundreds of yards but tens of miles. In Highland Region, distance poses problems, opposes progress, and prevents preparation of a neat panacea for educational ills. It is, therefore, not surprising that the area has been sub-divided for the purposes of administration into five divisions—Caithness (consisting of Caithness District and based on Wick), Sutherland (consisting of Sutherland District and based on Brora), Ross and Cromarty (consisting of Ross and Cromarty District and based on Dingwall), Inverness (consisting of the Districts of Skye and Lochalsh, Inverness, Nairn, Badenoch and Strathspey and based on Inverness), and Lochaber (consisting of Lochaber District and based on Fort William). To these Divisions is devolved, from Regional Headquarters in Inverness, considerable autonomy. The Divisional Education Officers meet once a month and their willingness to co-operate one with another can be taken as for granted, but the size and make-up of the Highlands has dictated that, by and large, each Division pursues its own course within the confines of a broad mainstream of thought and policy determined at Inverness. It is, therefore, better to examine each Division individually but some points relating to Regional matters should be stressed at the outset.

Firstly, there are presently no Teachers' or Resources Centres for the Region. The belief, well-founded, is that such a centralised operation would be of limited use. However, developments are taking place at Alness Academy which would allow for the possibility of the resources area there being expanded into a resources centre for the Region concentrating on specialist items, e.g., Sixth Year Studies items. At present Alness Academy is in its infancy and, as yet, the collection is small. The

HIGHLAND REGION

ADMINISTRATIVE AREAS

1 Caithness
2 Sutherland
3 Ross & Cromarty
4 Nairn
5 Inverness
6 Skye & Lochalsh
7 Lochaber
8 Badenoch & Strathspey


THURSO
WICK
1
2
BRORA
GOLSPIE
DORNOCH
ALNESS
3
DINGWALL
FORTROSE
4
INVERNESS
6
5
8
7
FORT WILLIAM

expansion envisaged would not be along traditional lines. The Highland Resources Centre would concentrate on holding information, not materials. The information would provide details of all the items—hardware and software—held in the schools throughout the area. The reasons for this particular type of operation would be twofold: (i) the problem of how to transport the items, always a difficulty, would be side-stepped and remain with the potential borrower; and (ii) the major item of expenditure in any such centre—staffing—could be considerably reduced.

Secondly, plans are afoot to erect a type of resources centre similar to that envisaged for the Region in every secondary school. Each secondary school, working in conjunction with its feeder primaries, would prepare a list of the holdings of all these schools. These lists would be distributed by the secondary school librarian and any primary wishing to make use of this system would apply to the parent secondary. The items would then be transported not by post, van, or bus, but by the secondary school children who would be travelling daily (although for some it might be only weekly) to and from the primary school's catchment area and the secondary school. Records of the transactions would be kept by the librarian in charge. However, it must be pointed out that, while the Region has accepted the Stimpson proposal* that secondaries with rolls above 600 pupils should have a school librarian, today not every secondary has a librarian. Further difficulties could occur because many of the secondaries, being only two-year or four-year schools, have fewer than the aforementioned 600 pupils. Who then minds the school library and undertakes the considerable organisational task detailed above?

Thirdly, on the question of hardware, each Division decides its own policy. The Regional belief is that decisions are best taken at local level and accordingly power has been devolved to the Divisions as much as possible. Each Divisional Education Officer is given a fixed sum for equipment. The sum is not negotiable. There will be no more. How he distributes it to his schools is his responsibility. Similarly, each Head Teacher receives a *per capita* allowance which may be spent on jotters, jigsaws or whatever. It may also be used to buy audio-visual equipment. The decision is left with the school. Again, the figure is fixed. This system seems to work very well. It means, of course, there is no Regional standardisation of hardware but, on the other hand, each school normally gets what it wants and uses what it gets, the reason being that it made the choice itself.

Finally, the Advisory picture in Highland is somewhat complex in that some Advisers have a Regional responsibility, others Divisional. Also,

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***Non-Teaching Staff in Secondary Schools. Youth and Community Workers, Librarians, Instructors.* A Report of a Working Party appointed by the Secretary of State for Scotland (Edinburgh: H.M.S.O., 1976), p. 24, paragraph 6.12.

there is not one base for all the members of the team; rather they are scattered throughout the area working from the various Education Offices according to where they happened to be at regionalisation. The place name which is bracketed after each appointment indicates home base.

Those with a Regional remit include the Principal Adviser in Primary Education (Inverness), the Adviser in Infant Methods (Dingwall), two Art Advisers (one in Dingwall and one in Inverness), the Gaelic Adviser (Inverness), the Home Economics Adviser (Dingwall), the Principal Adviser in Music (Dingwall), the Physical Education Adviser (Inverness), the Religious Education Adviser (Inverness) and the Technical Education Adviser (Inverness). The following have Divisional duties: one Primary Education Adviser for Caithness and Sutherland (Brora), one Primary Education Adviser for Ross and Cromarty (Dingwall), three Staff Tutors for Inverness and Lochaber (Inverness) and two Advisers in Music, one for Caithness and Sutherland (Brora) and the other for Inverness and Lochaber (Inverness).

Only one of these Advisers has a subject panel. However, there are subject panels in English, Health Education, Mathematics, Micro-electronics, Modern Languages, Outdoor Education, Religious Education, Science, and Social Subjects. In other words, Regional policy has been to form working parties in these areas in which there are no Advisers. The ultimate aim is that each subject area will have its own Adviser and working party. The work of the panels which exist at the moment is co-ordinated by a Curriculum Co-ordinating Group consisting of the chairmen of the above panels.

1. CAITHNESS DIVISION

There are 20 primary schools and two six-year secondary schools in this Division. There is neither a Teachers' Centre nor a Resources Centre; nor are there Advisers based in Wick. The two secondaries share subject committees which consist of teachers from both schools who teach the same areas of the curriculum. However, these are more discussion groups and they have not prepared any kits for common use.

Most of the schools here have a colour TV. The only video-recording equipment is at Thurso Technical College and that is owned by the Open University. Therefore, VCRs are not in evidence although the VCR at the Technical College has, on occasion, been loaned to both the secondaries. There are no audio-visual technicians as such but the two Science technicians at the High Schools in Wick and Thurso can do basic repair work. Failing them, help is available from the Technical College staff and the final resort is to local commercial firms.

The Division does not provide hardware for schools. It sticks to the old county policy which was that the school must pay 50% which, in turn, will be matched by the Education Authority. How the school raises its share is up to each individual institution. It can come from funds, it can be raised from special efforts, or it may be part of the *per capita* allowance for supplies. How each school spends its allowance is its own decision.

2. SUTHERLAND DIVISION

This Division contains 22 primary schools and five secondary schools, four of which have primary departments. The secondaries can be further sub-divided—three two-year schools (Brora High, Dornoch Academy and Helmsdale Secondary), one four-year school (Farr Secondary) and one six-year school (Golspie High). There are no Teachers' Centres nor Resources Centres operating in this area and there is, therefore, no central control of resources. There are two Advisers based at the Divisional Education Offices in Brora—a Primary Education Adviser and a Music Adviser, both with responsibility for both Caithness and Sutherland.

All the schools have a TV, sometimes colour, and occasionally more than one. Golspie High School alone has video-recording equipment and it has two VCRs. All the secondaries have one Science technician but again Golspie is in the favoured position of having an additional technician whose remit includes audio-visual equipment. To a degree, he is peripatetic in that he will travel to local schools to do simple maintenance. Otherwise, the schools rely on commercial firms. In many ways this is more convenient and, in part, explains the large number of rented TV sets in the schools. Distance is a particular problem in Sutherland in that the area covered has few roads and the miles between Golspie on the east coast, Durness in the north and Lochinver on the west seem longer than in other parts of Scotland. A central servicing unit would spend most of its time travelling and would be difficult to justify financially even if money were available.

There is a limited Divisional allowance to fund the purchase of audio-visual equipment. Any school wishing such assistance would have its request considered sympathetically by the Divisional Education Officer. However, where no such central grant is available, a school wishing to buy an item of audio-visual hardware has to find the requisite sum itself.

It is worth recording that although there is, in effect, no Teachers' Centre for the Division, this was not always so. In 1968 when Dornoch Academy was down-graded to a two-year secondary, space became available on the premises. The Divisional Adviser in Primary Education took advantage of this to open a Divisional Resources Centre there in March 1969 and it was in regular use until he left in 1975. His post was not filled and there was, therefore, no one to run the Dornoch Centre. What has happened in the past four years has been that nearby primary schools have telephoned the Head Teacher at the Academy and enquired if the Centre held any material on a particular subject. If the answer was positive, then the teacher who was interested would come in and pick up the items.

Today, all the holdings assembled by the Adviser are still available although, obviously, nothing has been added since 1975. This material, which is suitable for primaries, consists of: (i) books, single and multiple copies, for use by the children in the classroom; (ii) a considerable selection of Mathematics and English items; (iii) a small number of commercial kits, games, posters and wallcharts; (iv) a teachers' reference library; and (v) some audio-visual hardware, e.g., record player, tape recorder.

Within the last few months, an Adviser in Primary Education has been appointed for Caithness and Sutherland. He will be based in Brora which is 18 miles from Dornoch. There is, therefore, the likelihood that the Centre will be re-opened.

3. ROSS AND CROMARTY DIVISION

There are 53 primary schools and seven secondary schools, of which five are six-year secondaries and two are four-year secondaries, in Ross and Cromarty. There are no Teachers' Centres or Resources Centres in this area although there is kept in the Education Offices in Dingwall a number of theme boxes which contain books, pictures, filmstrips, slides and cassettes. These project kits which were left over from the School Library Service which operated in Ross-shire prior to regionalisation are for primary school use and lists detailing the topic areas are sent annually to all the schools. Orders are taken by the office staff and they are despatched either by post or by personal visit (Advisers etc.). Dingwall houses a number of Advisers: the Primary Education Adviser for Ross and Cromarty, the Regional Adviser in Infant Methods, the Regional Homecraft Adviser, one of the Regional Art Advisers, and the Principal Music Adviser for the Region.

All the schools—bar two—have at least one TV (the two exceptions are one-teacher primaries where no interest has been shown); and a handful of primaries and all the secondaries have video-recording machinery. In fact, Fortrose Academy has a library of over 200 video-tapes, almost all of them schools broadcasts from BBC and ITV. The reason for this dates back to before 1975 when the Western Isles was part of Ross and Cromarty and, initially, could not receive TV signals and later on could not get colour reception. Therefore, an auxiliary was appointed to tape TV programmes at Fortrose and organise a system whereby they could be despatched to the Hebrides. Today, five years after regionalisation, the auxiliary is still there and TV recording remains her main concern. However, Fortrose is no longer a lending agency to the same extent as formerly for the Western Isles is now a separate authority and has made its own arrangements for taping TV broadcasts. Nevertheless, there are some schools, particularly in the west of the Region, which still make use of Fortrose's facilities which are not limited to the Ross and Cromarty schools but are available to all in Highland, e.g., Plockton High School. No catalogue or list is available of these tapes which are usually forwarded to the recipient by post.

There are no trained audio-visual technicians in any of the schools—with the exception of one in Fortrose Academy—although the six-year secondaries all have Science technicians who will attempt basic repairs. However, the servicing of the equipment is done mainly by a commercial firm in Inverness.

As regards the Divisional provision of hardware to schools, the policy is to look into each request and, where possible, provide financial assistance of some kind. However, any school wishing to buy a piece of audio-visual equipment itself would have to raise a certain amount of money on its own. It is most unlikely that the Division would buy the item outright for the school.

4. INVERNESS DIVISION

The Inverness Division contains 94 primary schools and 11 secondary schools. The secondaries are all six-year establishments with the exception of two four-year establishments (Beauly Secondary and Fort Augustus Secondary). This is the largest Division in Highland and has approximately 40% of the Region's school population, buildings etc. It also covers a vast area from Inverness in the east to the Inner Hebrides in the west. Several Advisers are based in Inverness—the Region's Principal Adviser in Primary Education, three Staff Tutors in Primary Education for Inverness and Lochaber, one of the two Regional Art Advisers, the Regional Gaelic Adviser, a Music Adviser for Inverness and Lochaber, the Regional Physical Education Adviser, the Regional Religious Education Adviser, and the Regional Technical Education Adviser.

There are no Teachers' Centres or Resources Centres. However, it is proposed to initiate a fairly large-scale teachers' centre in Inverness within the foreseeable future as certain school accommodation becomes free. This would hopefully include an area for in-service training and for curriculum development together with reprographic facilities etc. A collection of filmstrips is available at present to the schools via the Advisers. These aids are not on display but are kept in a row of filing cabinets in the Divisional Education Offices. The material is mainly for primaries but there are some items suitable for secondary use. A list of these holdings is circulated amongst the Head Teachers of all the schools and anyone wishing to borrow any of the filmstrips contacts the Region's Principal Adviser in Primary Education. Distribution is by personal visit or post.

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The collection is small and little money has been spent recently on updating it.

Nearly all the schools in the Division have a TV. The occasional one, which does not, usually does not have one because of reception difficulties. About two-thirds of the secondary schools possess video-recording equipment. No inter-borrowing of these tapes takes place within the Division, although one or two schools on the west coast make use of the recording service offered by Fortrose Academy in the Ross and Cromarty area. None of the schools has an audio-visual technician and, therefore, servicing can be a major problem. At present, elementary repair work is done by the Science technician where one exists. Also, within the Inverness District Council boundaries, an electrical technician who works for another District Department is available to the schools. However, in the other areas, schools rely on local firms for servicing audio-visual hardware.

Any requests for extra equipment would be considered sympathetically by the Division but only if the claim appeared justified could there be help. This assistance might amount to 50% of the cash outlay. If the request was rejected, the school would have to find the money itself—from the Parent–Teachers' Association, from special funds or from the *per capita* allowance.

5. LOCHABER DIVISION

The Lochaber Division has 38 primary schools and three secondary schools, two of which are four-year establishments (Kinlochleven Secondary and Mallaig Secondary) and the remaining one (Lochaber High) is six-year. It must be remembered in considering this area that, once again, distance is a major problem. Some of the primary schools are three hours by road and two hours by boat from the Divisional Headquarters in Fort William. There is neither a Teachers' Centre nor a Resources Centre for the area. There is no central organisation of software within the Division. No Advisers are based at Fort William although some of those who work from Inverness have explicit responsibility for Lochaber.

All three secondaries have television sets as do most of the larger primaries. Of the smaller primaries, half have sets; the remaining half do not because of poor reception. In fact, it is noteworthy that some of these schools cannot even receive radio signals and so *ad hoc* taping of radio programmes is arranged by the Divisional Education Office staff. Only Lochaber High School has technicians but they do not have a specific audio-visual remit although they do basic repairs, where possible. Accordingly, all equipment is serviced by commercial companies.

There is no Divisional hardware for teachers to borrow. However, all new schools are now fully equipped with a predetermined stock of equipment, most of which is available to neighbouring schools.

SCHOOL LIBRARY SERVICE

Within Highland Region there is, as yet, no Regional School Library Service. However, such a service does exist in an embryonic form, and both Caithness and Sutherland have, in effect, Divisional School Library Services.

The one central facility available to the whole Region is the Inter-Library Loans Service which is used mainly for Sixth Year Studies requests. This has been organised by the Librarian at Golspie High School who is responsible for supervising the orders from the Caithness, Sutherland and Ross and Cromarty Divisions. The Librarian at Inverness Technical College oversees the remaining two Divisions—Inverness and Lochaber. All the schools in the Region were notified of this service when it first started in June 1978 and further circulars have been issued since then.

The system works as follows: a school contacts either Golspie or Inverness with a request. A check is then made to see if any other school within the Region has the book which is being sought. A list exists of all the holdings purchased since August 1977 by schools with librarians. Should this check prove negative, the item is then ordered from the Lending Services Division of the National Library of Scotland which sends the book directly to the school. The only cost to the school is the return postage to Edinburgh at the end of the three week loan period.

Highland Region is only now appointing a Regional Schools' Librarian and, apart from the service mentioned above, there is at present no central co-ordination of resources within Highland Region. However, the Region has adopted as policy the recommendation of the Stimpson Report that each secondary school with a roll in excess of 600 pupils should have a librarian.* These librarians eventually will be responsible not just for their own school libraries but also for book and audio-visual provision not only in the nearby secondaries too small to have librarians of their own but also in the feeder primaries. To this end, seven secondary schools have a Chartered Librarian and one secondary has an unqualified Librarian. In addition, Wick High School, with a Chartered Librarian, also has a Library Assistant. Posts for Chartered Librarians at three further schools have been recently advertised. In those schools without librarians, administration of the library is normally the responsibility of the Principal Teacher or an Assistant Principal Teacher of English.

Non-Teaching Staff in Secondary Schools. Youth and Community Workers, Librarians, Instructors. A Report of a Working Party appointed by the Secretary of State for Scotland (Edinburgh: H.M.S.O., 1976), p. 24, paragraph 6.12.

(1) Secondary Schools

Every year it is the task of the Head Teacher to decide what percentage of the school's *per capita* grant should be spent on school library resources. However, in 1979–80, each secondary also has received £0.75 per pupil for the purchase of books and software.

The decision as to what should be bought lies with a number of groups. In some secondaries with librarians there exist Library Committees which make the choice. In others the School Librarian asks each Subject Department for requests and from the lists received a selection is made. If the requests fall short or exceed the cash available the School Librarian then decides. It is noteworthy that in not one of the Highland schools is a set sum given to individual Departments. This is to prevent "spending for the sake of spending" which can take place when a Principal Teacher feels that the money allocated must be used regardless of whether or not the items purchased are necessary. In those secondaries without librarians, the choice of library stock is more often than not made by the Head Teacher in consultation with the Principal Teacher of English.

(2) Primary Schools

As with the secondaries, the Head Teacher must decide how much of the *per capita* allocation goes to building up the school library stock. Most of the primaries do, in fact, have a central collection, sometimes a room, but more often just a few shelves in a book corner somewhere. The choice of new material is almost always made by the Head Teacher who may ask the staff for advice in the selection.

In addition, in 1979–80, £12,000 has been made available from a central fund to all the primary schools in the Region. It has been allocated divisionally on a *per capita* basis, the objective being to try to build up Divisional holdings which will be available to all the schools should they wish to make use of this service. In Caithness and Sutherland the money has gone to the Librarians at Wick High School and Golspie High School respectively but in the three other Divisions the decisions on how it will be spent lie with the Advisers in Primary Education. This is, in part, in line with the policy detailed earlier, namely, that the librarians in the large secondaries should look after the schools in their catchment area.

(3) Caithness Division

The Librarian at Wick High School has a Divisional remit which includes general responsibility for both the 20 primary schools in Caithness and also the other secondary, Thurso High School, which has an unqualified librarian on its staff.

Amongst the services offered are:

(i) *Project Kits.* These kits which consist of both book and non-book material are made up on request. The number of items in each kit varies according to the size of the class but normally there are approximately 45 books plus a few audio-visual items. The stock which is used for the kits mainly comes from the Primary School collection of the former County of Caithness Public Library which handed over this material to the School Librarian at Wick in December 1978. This service which has proved very popular (56 such kits were issued in 1978/1979) is available to all the primary schools which may retain the box of resources for one term. Notice of the service was first given in a letter to all Head Teachers. A follow-up meeting was then arranged at Wick High School which included an exhibition of the stock to be included in the kits. Delivery and collection are made by the School Librarian.

(ii) *Story-Telling Sessions.* The School Librarian has story-telling sessions in a different primary school once a week. This helps introduce the children to books.

(iii) *Fiction Boxes.* Fiction books are available for loan to primaries on request. The school submits details of the age group and the number of children, and the School Librarian makes the selection. On average, the school receives three/four books per pupil and this stock is retained for six months when it can be exchanged. Delivery and collection methods are the same as with the project kits.

(iv) *Book Exhibitions* are held occasionally at Wick High School to which all Head Teachers are invited. Arrangements have also been made with a local bookseller to display stock, mainly paperback fiction, on a "sale or return" basis.

(4) Sutherland Division

The Librarian at Golspie High School has a Divisional responsibility for the schools in Sutherland. As Sutherland Division did not inherit a Primary School collection from the Public Library Service, project kits and fiction boxes for local primaries have been made up on request from Golspie High School stock. However, in the autumn of 1979, thanks to the money from the central fund for primary resources, this service will be greatly extended. It is hoped that a central collection of project kits and fiction boxes will have been assembled. These will include remedial material, hard-cover picture books and story tapes.

Besides advice and practical recommendations, present services include the loan of models, scientific equipment and geology specimens. The High

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School Library also provides a valuable source for Local Studies projects. Audio-visual material available on loan to other schools includes photographs, records, audio-cassettes and tapes. Radio programmes are recorded by the Librarian for primary teachers who, because of lack of time or poor reception in their area, cannot record Schools Broadcasts. As many as half a dozen programmes, mainly in Gaelic and Music, are taped every week. Teachers send in a blank cassette to Golspie where the Librarian records the broadcast which is then posted back to the school which requested it. The possibility of a similar service for television programmes is being investigated.

Requests for material are usually made by telephone. Transport costs in this large and sparsely-populated Division are very high, so, whenever possible, material is distributed by visiting teachers, school buses or by pupils returning home at weekends to the north and west coasts. Teachers are kept informed of the primary resources available to them through circulars, meetings and visits from the Librarian.

(5) Addenda

It must be noted that although there are Chartered Librarians in some of the schools in the Ross and Cromarty, Inverness and Lochaber Divisions there is no central school library provision in these areas akin to that in Caithness and Sutherland. However, in the three southern Divisions, resources are centrally available for primary schools from the Advisers in Primary Education and arrangements are now being made for the school librarians in the Inverness Division to distribute resources material to their feeder primaries.

It is also worth recording that the Divisional Librarian in Lochaber uses the Mobile (Public) Library Service van to drop off, on average, 100 books to 16 of the Division's primary schools once per term. (The reason for only 16 of the Division's 38 primaries receiving this service is that only 16 schools are on the Mobile Library Service route!) However, it must be emphasised that all these books are fiction material and are not related to curricular work.

Lothian Region

Lothian Region consists of the former administrative areas of the City of Edinburgh, the county of East Lothian and the major parts of the counties of Midlothian and West Lothian. Today it has four Districts—City of Edinburgh, East Lothian, Midlothian and West Lothian. For the purposes of educational administration the Region has been sub-divided into four Divisions which coincide with the District boundaries. Lothian, centred upon Edinburgh, has a population of 756,200 and a day school population of about 140,000 pupils which, in terms of numbers, makes it the second largest Region in Scotland. It contains 48 secondary schools and 245 primaries.

1. TEACHERS' AND RESOURCES CENTRES

(1) Dean Education Centre (031-343 1931)

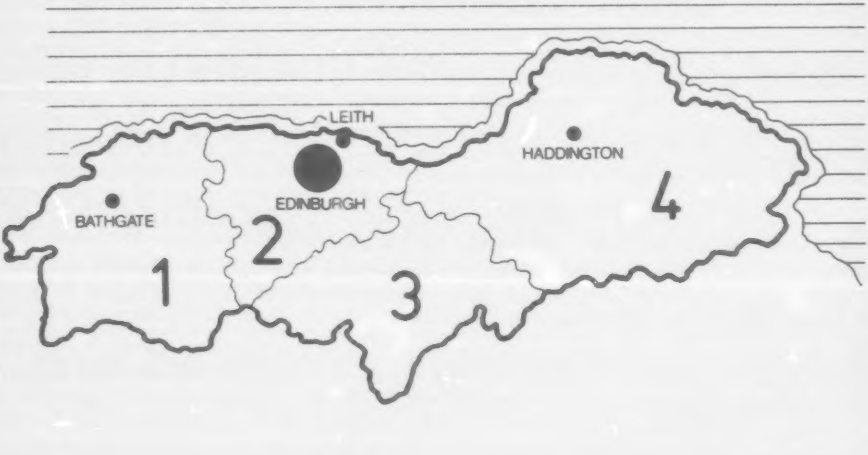
This Centre in Belford Road is but a ten minute walk northward from Haymarket Railway Station in the centre of Edinburgh. Originally an orphanage, the building today includes a suite of offices for almost all the Advisers in Lothian Region, an Audio-Visual Unit and a number of resources collections. It is used frequently for in-service courses and meetings.

The Centre is on three levels—basement, ground and upper floors. The basement houses a Meeting Room and Print/Mail Room where the smaller educational publications for the Region are reproduced (larger ones being done by the Regional Printer or by commercial firms). There is also here a Multi-Media Centre for Technical Education, Science and Art which contains a small resources collection. This area is used by the subject staff both for in-service training and also for preparing materials required by the schools following new SCE syllabi. Finally, there is the Audio-Visual Unit which contains hardware for use by schools, an off-air recording service both for radio and television, an audio-visual library of tapes, films and slides, a television studio and an outside broadcasting unit, and accommodation for a Graphic Artist etc. On the ground floor, there is a number of rooms and offices (some of which are occupied by the Administrative Section which is responsible for administering in-service courses for teachers within the Region), a Business Studies Resources Area, a large Conference Room, a Lounge/Hall which also serves as a Dining Area and a Resources Centre/Library with books and software which deal with most subjects in the secondary curriculum. The upper floor consists of a Lounge, the Typing Pool and a set of offices used by the Advisers who include those for Home Economics and Mathematics, both of whom have large rooms which double as office accommodation and as a base for their subject resources collections. These are organised on a lending basis but are normally restricted in use to when the Advisers are in the building. There is also an Annexe which is the base for the Adviser in Science and his staff. It contains a Resources Area with both software and hardware, samples etc. There is also an ever-changing set of

LOTHIAN REGION

ADMINISTRATIVE AREAS

1 West Lothian
2 Edinburgh City
3 Midlothian
4 East Lothian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exhibition materials from different manufacturers and the staff there includes technicians and auxiliaries.

Resources Centre/Library. The items held here cover four main areas—General Education, Modern Languages, Religious Education and Social Studies. Business Studies, Home Economics, Mathematics, Science and Technical Education, it has been noted, all have their own subject resources collections in other parts of the Centre, but there are also similar collections for Music and Primary Education at St. Bernard's Centre, for Remedial Education at the Torphichen Education Centre, for Drama at the Theatre Arts Centre and at Dr Bell's Primary Drama Centre, and for Guidance at St. Anthony's Guidance Centre. The main reason for all the resources not being under one roof and in one area is lack of space. The stock in the library which is for use by teachers, rather than pupils, is multi-media and is added to regularly. This happens usually in one of two ways. Either individual Advisers may make contributions from their own cash allocation, or, new material may be purchased from the sum assigned to the library by the Chief Adviser on the advice of a Resources Committee of the Dean Centre. In the latter case the selection is done by the Resources Officer who has responsibility for the library and is in charge of the day-to-day administration, including the identifying of gaps in the stock.

Lists of the software held are available. Apart from Modern Languages, however, no subject catalogues exist (although they are being prepared) and the lists referred to are for the differing type of media, e.g., one for records, one for film strips. There is also a card index of all materials by author and title, and there is a subject index which is particularly detailed for Religious Education. All materials are classified according to Dewey. Details of the library are normally passed on to the teachers by Advisers and, of course, with so many in-service courses being held at the Centre, most teachers who attend there normally are able to visit the resources centre as well. The library is open from Mondays to Thursdays from 8.30 a.m. to 4.40 p.m. and on Fridays until 3.50 p.m. There is also a regular late opening every Tuesday evening until 7.30 p.m. Teachers can call, telephone or write in with their requests. Delivery is either by personal collection or by the internal delivery system to Lothian schools. This latter method ensures that all Edinburgh schools will be in receipt of their order—provided it is available—within three days, but those schools outwith the Edinburgh Division may have to wait as long as two weeks for their requests to arrive. The loan period is normally three weeks and loans may be renewed provided they are not required elsewhere.

(2) Dr Bell's Primary Drama Centre (031-554 3073)

This Primary Drama Centre was started in 1974 at the former St. Anthony's Secondary School which, at that time, was destined to become a Teachers' Centre for Edinburgh. However, this building eventually became an annexe of

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Telford College of Further Education and, in the autumn of 1975, the Primary Drama Centre was moved to its present home which until then had been an annexe of Bonnington School which, in the mid-1970's with the decline in its roll, had no further use for the building. This removal to Junction Place in Leith also brought about a change in name (Dr Bell, a Church of Scotland minister in the last quarter of the eighteenth and first quarter of the nineteenth centuries, had founded a school for orphans on that site in 1838). The Centre is the responsibility of the Region's Adviser in Drama.

However, despite the change of address, there has been no major change in the Centre's function since 1974. The idea, then as now, was to provide a dual-purpose centre that would provide resources for teachers in schools and also would be a teaching centre in its own right. In 1974 the primary schools in the district were asked to send one class for a morning or afternoon session once a week for a period of six weeks. The notion was that the staff at the Centre (then a teacher-in-charge and two assistant teachers) would work along with the schools on the themes/projects, upon which the class was currently engaged, e.g., stories from Scottish History, myths, legends. Therefore, woven around the topics, there would be a morning's (or afternoon's) activity in drama, art, percussion and "writing in role" (i.e., when the child writes creatively when still in the character part).

Since 1975 and regionalisation the only alterations to this pattern have been in the number of schools attending and in the size of the Centre's staff. Today, schools from all over the Edinburgh Division are invited and they come. Schools from outside the Division also attend. For travel reasons, however, these latter schools come not one session a week for six weeks but for one whole day at a time. In the cases of the one or two-teacher schools, it is not a class which arrives but the whole school. At present, the full time staff comprises the Advisory Teacher, an assisting Teacher, an Auxiliary and a Janitor plus two or three of Lothian's peripatetic Drama teachers who all take daily turns to work at the Centre.

The resources available to the schools to borrow include books, records, a costume wardrobe, and a teachers' reference collection relating to the teaching and theory of drama. These items are available on loan to all primaries and no time limit for their return is stipulated. All teachers who use the library are simply asked to record in a book what has been taken and when it is returned. Delivery is either by personal collection or via the internal mail system operated by the Region. A catalogue, prepared in 1975, has been sent to all the primaries detailing the Centre's holdings and this will shortly be replaced by a more up-to-date edition which is being prepared at present. However, the Centre's staff believes that personal contact is a far more effective way of spreading the word about their activities. They rely on the teachers accompanying the classes passing on details of what is available to their colleagues. In this connection, it is also worth noting that in-service courses for primary school teachers are held there and, therefore, what goes on at the Centre is made known to all who attend such meetings.

On the ground floor of the Centre is the janitor's office, the kitchen and a Drama Studio; the first floor houses a Staffroom, a Drama Room, the Theatre in Education Workshop, the Puppet Workshop, a Costume Room, a Stockroom and two offices; and on the second floor there is an Art Room, a Drama Room, the Resources Collection/Library and a Sound Room. The Centre is open from 9.00 a.m. until 4.00 p.m. on Mondays to Fridays and also later by arrangement with the staff. It is also open on Saturdays from 9.30 a.m. until 12 noon for a Drama Club.

One further point: two groups, a Theatre in Education Group and a Puppet Group, work from the Centre. The former, consisting of four actors/teachers, prepares its own costumes and scenery. It takes plays out to primary schools on a regular basis. The latter group which contains two teachers visits mainly Infant classes and takes out theatre and puppet material to the schools. It runs workshops both at the Centre and in the schools and, as well as putting on performances, shows children how to make and work puppets.

These groups are completely self-contained in that they do all their own administrative work and they themselves contact schools telling them what is being presented and how to book a performance. Both groups are very popular and travel extensively throughout the Lothian Region.

(3) **Haddington Teachers' Centre** (Haddington 2177)

This Centre, built in 1970, is an annexe of King's Meadow School, Nelson Park Road, Haddington. It consists of a Meeting Room which can accommodate 40 people, a Store and a Kitchen. A limited amount of books and booklets dealing with various aspects of primary school work is on display in the meeting room. These items are not for borrowing nor is the small stock of hardware held there available on loan.

The Centre is used for two main purposes. Firstly, it provides a meeting place for in-service courses, working parties etc., within East Lothian. Coffee and tea-making facilities are on hand and lunches are available in the school. Secondly, it is used for publishers' exhibitions and displays arranged by Advisers.

The Centre is open only by arrangement with the school staff.

(4) **St. Anthony's Guidance and Social Education Resource Centre** (031-554 7372)

This Centre which is in what was the Janitor's house of the former St. Anthony's School in Lochend Road, Leith, consists of three rooms, the remainder of the building being used as an annexe of Telford College of Further Education.

Within the Centre there is an Office/Lounge, a Display Area and a Teachers' Reference Library. The office/lounge can be used for study groups and it has facilities for making coffee and tea. However, there is not enough space to hold in-service courses there. The display area contains a variety of material on Health Education, Career Education, and Social and Moral Education. This material is in many forms, e.g., books, booklets, cassettes, film strips, learning packages, posters, and slides, and some of it can be borrowed with the permission of the Adviser or his Assistant Adviser in Guidance and Social Education. There are facilities for previewing slides, filmstrips, video-tapes etc. However, since the main aim of the Centre is to display the latest items from the publishers and producers, borrowing, for purposes other than previewing the stock, is not actively encouraged. This also applies to the books in the teachers' reference library which, apart from general textbooks on the social sciences, cover the same subject areas as the exhibition material next door.

The Centre which was started in 1976 is open on Wednesdays from 9.00 a.m. to 12 noon and from 2.00 p.m. to 5.00 p.m., or by arrangement with the Advisers. There is no full-time staff. No lists of the holdings at St. Anthony's are available but details of the Centre are sent annually to each secondary school within the Region.

(5) St. Bernard's Primary Education Centre (031-332 2710/0087)

In 1965 the Roseburn Teachers' Centre was opened in Edinburgh. It was housed within Roseburn School and was intended for the staff of the primary schools within the city. It was the first centre of its kind in Scotland although a number of English local education authorities had established such bases for Mathematics and Science, mainly under the influence of the Nuffield Projects.

In the autumn of 1975 the Centre was moved as the roll of Roseburn School grew. The new home, its present one, was the former St. Bernard's School in Dean Park Street and with the change of address came the change of name. Today, at St. Bernard's, on the ground floor there is the School Library Service, a Large Hall which can be used for exhibitions or meetings, and two rooms assigned to Nursery Education. On the upper floor there is a Canteen serving tea, coffee and light snacks, a Lounge, two sizeable meeting rooms, the bigger of which doubles as a workshop area, and a Resources Area which covers three former classrooms and holds both book and non-book material. On the third floor is a Music Teachers' Centre consisting of two rooms which house a small collection of Music resources which consist mainly of sheet music and a limited stock of equipment.

The staff at the Centre includes one of the Primary Education Advisers, who is responsible for the administration, a Secretary, a Domestic Assistant, two part-time Auxiliaries and a Janitor. The building is open from 9.00 a.m. to 5.00 p.m. on weekdays during term-time and also from 7.30 p.m. to 9.30 p.m. on Thursdays when two or three Advisers in Primary Education are in attendance for consultation on curricular and other matters relating to work in schools. It is the duty of the Adviser in charge of St. Bernard's to order new stock. Her selection is based on the recommendations received from her fellow Advisers and from teachers. The Centre receives an allocation for curriculum development work and part of this goes on books and audio-visual software for the Centre.

The resources area contains a wide range of text books, reference books, children's fiction material, story tapes and posters. In 1976 all the primary schools in the Region were issued with a folder containing lists of this stock and supplementary lists containing recent additions have been produced annually since then. The loan period for these items is normally a fortnight.

A separate compilation detailing the filmstrips available has also appeared and been distributed to schools. There are approximately five hundred different titles with several copies available of many of the filmstrips. Some of this collection dates back to an old filmstrip library assembled by the former Edinburgh Museums Officer who handed it over to the Primary Education Centre. The stock has been revised and is being built up.

Teachers are encouraged to call in and view the material held in the resources area, all of which can be borrowed. Orders are usually collected personally by the teacher or despatched via the School Library Service delivery system.

St. Bernard's is also used as a base for in-service training. An In-Service Booklet for each term contains details of courses to be held in the Centre. In addition, information sheets about particular meetings are issued regularly to schools with the request that they be placed on the school notice board. Furthermore, a monthly time-table summarising the various activities in the Centre is sent to the schools and is similarly displayed. It is also worth noting that national bodies, e.g, UKRA (The United Kingdom Reading Association) and BAECE (The British Association for Early Childhood Education), use the facilities and meet regularly here.

Interviews for initial teaching posts in Primary Education take place at St. Bernard's, thus ensuring that all teachers, especially probationers, are aware of its existence and its services. Also, each probationer receives a letter detailing exactly what is in the Centre. This all goes to explain the increasing use by teachers of what is available, e.g., in 1976/1977 1800 teachers borrowed over 10,000 books. Although no more recent statistics are to hand, it is believed that there has been an increase in these figures over the past two years.

(6) Teaching Development Centre (Bathgate 54531)

This Centre which is the former Bathgate Old Academy in Majoribanks Street was started in 1968. At that time it also provided a suite of offices for the Advisers in West Lothian. However, in 1977, the Advisers moved out to the Dean Education Centre in Edinburgh and today the building houses Balbardie

Primary School and the Teaching Development Centre which contains a resources collection held at Blackburn Academy until its transfer to Bathgate in 1975.

The Centre has a Print Room, a Lecture Room which can accommodate approximately 60 people, a Meeting Room, a Library/Display Area and an office. It serves not simply as a base for resources for the schools in West Lothian but also as a centre for in-service courses, subject panels etc.

Contained within the office is a collection of over 700 filmstrips suitable mainly for primary schools and a large number of books for secondaries which cover the entire curriculum. Of late there have been no additions to the stock of filmstrips but the Advisory Service annually up-dates the book stock. Two catalogues have already appeared listing all the books held and they have been distributed to all the secondary schools in West Lothian which, each year, receive an additions list. A copy of the list detailing the filmstrips available has been sent to each school in the Division. Within the library, which holds regular displays of pupils' work from local primaries, there is a collection of books suitable for primary school children, a teachers' reference section and some 120 records (mainly of classical music). No list of these books, which are regularly supplied to the Centre by the Advisers in Primary Education from their allocation money, nor one of the records is distributed amongst the schools.

Teachers may call, telephone or write in with their requests. The normal loan period is two weeks which can be extended provided the item is not needed elsewhere. Orders may be collected personally or they can be delivered every Friday by the internal delivery system to Lothian schools.

The Centre also houses a reprographic unit which does work both for Advisers and schools. The schools pay for the use of the machinery, paper etc. from their own *per capita* allowance or from their own funds.

The Centre has a staff which includes the Resources Secretary, a Print Operator and a General Auxiliary with responsibility for the library. It is normally open from 8.30 a.m. to 4.40 p.m. on Mondays to Thursdays and to 3.50 p.m. on Fridays. However, the Janitor is in attendance from Mondays to Thursdays during the winter months from 8.30 a.m. to 9.30 p.m. Coffee and tea-making facilities are available but lunch for those attending all-day meetings is served at the nearby West Lothian College of Further Education.

(7) **Theatre Arts Centre** (031-667 2388)

This Centre which is in a former primary school in Davie Street, Edinburgh, was started in 1969 at the instigation of the Advisers in Art and Drama. The intention then was to cater for ROSLA pupils who would be allowed to attend for one half-day each week in their last year at school. It is an aim which has been maintained for today's students are mainly fourth year leavers, the remainder being from the third year. Practically all the capital's secondaries plus half-a-dozen schools outwith the Edinburgh Division send a class (or classes); and the only factors preventing more schools using the facilities here are distance and the fact that the Centre is working to capacity of staff and buildings.

The groups which come in for one morning or one afternoon per week (apart from Wednesday p.m. and Friday p.m. when no teaching is done) receive instruction in Art and Drama. The Art classes concentrate on poster and printing work while the Drama lessons involve the children, not just in acting, but in photography, 8mm film-making, cartoon production etc. The two subject areas try to integrate their activities as closely as possible. The Centre also participates in CSE courses being undertaken by pupils in their schools.

The full-time staff at Davie Street is headed by a Teacher-in-Charge who has Head of Department status and is responsible to the Advisers in Art and Drama who receive in their annual cash allocation an allowance for the upkeep and development of this Centre although there is no specific sum detailed for the maintenance of the Centre. There are also three Drama teachers, two Art teachers, a Technician and a Janitor.

There is available a collection of resources (records, play sets, books, taped BBC material, taped sound effects) which can be borrowed by anyone interested. There is also a small reference library of teachers' books dealing with the Arts. Details of all these are contained in a catalogue which has already been revised three times in the past ten years. A copy of this has gone to every Drama teacher, every Principal Teacher of English and every School Librarian/Resources Librarian within the Region. It has also been sent to those primary schools in the immediate vicinity of the Centre and those primaries which have made use of the facilities in the past. The delivery system for this material is by the internal school "postal" service for Lothian and the items are picked up every Wednesday. Alternatively, a teacher may call personally. There is also a Drama Department Newsheet which is sent out from the Centre to all Drama teachers every month.

The technician based at the Centre has a pool of stage lighting equipment which can be borrowed by schools. Details of this are given in a supplement to the catalogue previously mentioned. He also is responsible for maintaining all these items and, at the same time, he acts in an advisory capacity to schools staging productions. Any school taking equipment out on loan has to make arrangements to pick up the hardware for there is no delivery service. The school itself also has to undertake the setting up of the lighting etc. unless arrangements have been made four/five months previously with the technician.

On the ground floor of the Centre are two Art rooms, the Technician's Workshop and a General Purpose/Projection Room, while the first floor houses a Coffee Room/Lounge/Office, a Large Studio, a Small Studio, a Room for Film Sets, a Staffroom and a Dark Room. The Centre is open on weekdays from 9.00 a.m. until 5.00 p.m.; and from 7.00 p.m. until 9.00 p.m. on Tuesday, Wednesday and Thursday and also on Saturday mornings—evening and weekend times it being used by non-school groups.

(8) Torphichen Education Centre (031-229 2212)

Torphichen Education Centre is an Advice and Resources Centre for Special and Remedial Education. It was opened in 1972 in a former primary school in Torphichen Street and before regionalisation served the City of Edinburgh. It now forms part of Lothian Region's Special Educational Services which have responsibility for children with special educational needs, i.e., children with disabilities of various kinds and degrees which, if allowed to go unheeded, may become handicapping conditions in learning and social settings. Although the Centre is primarily designed for teachers working in the special and remedial sectors, teachers in primary and secondary schools who are concerned about pupils with reading or other learning difficulties are also welcome to make use of the facilities.

The Centre offers a variety of services:

(i) advice on materials to teachers of any children with special difficulties in primary, secondary or special schools. There is a resident advisory team who are available for consultation;

(ii) clinical facilities for psychological, medical and speech therapy services, thus furthering the Authority's policy of bringing together all who are concerned with the education of the exceptional child. The Centre provides a base for part of the Lothian Health Board's Speech Therapy service;

(iii) in-service courses for teachers and students, including induction courses for newly appointed remedial teachers and in-service courses for experienced remedial and special school staffs. These meetings also provide an opportunity for group discussion about common problems and where their solutions can be shared. Scottish colleges of education also use the facilities;

(iv) a display of primary and secondary remedial materials and exhibitions of recent publications. This includes audio-tapes, cassettes, slides and OHP transparencies. The teachers' library, in both the lending and reference sections, refers mainly to remedial and special education.

Torphichen Education Centre also provides teaching facilities. Children from ethnic minority groups attend for classes in English as a second language; there is a reading unit for primary children with specific difficulties who require more specialised help than can be provided by school based remedial teachers; and a unit for secondary boys and girls with severe behaviour problems.

The building is open on weekdays from 9.00 a.m. until 5.00 p.m. Coffee and tea-making facilities are available in the staff room. Torphichen Education Centre is the hub of an extensive system of provision for remedial and special education

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within the Lothian Region. Combining as it does under one roof assessment, advisory and teaching services, it is a tangible reminder that assessment or diagnosis which is not followed up by remedial measures is of little value.

2. ADVISERS

The Region has a Chief Adviser, two Principal Advisers (one for Primary Education and the other for Secondary Education), five Senior Advisers, all of whom have other duties in addition to their subject remits, two Advisers and an Assistant Adviser in Art, an Adviser and an Advisory Teacher in Drama, an Adviser and an Assistant Adviser in Economics and Business Studies, an Adviser in Educational Technology, an Adviser and an Assistant Adviser in English, an Adviser and an Assistant Adviser in Guidance and Social Education, two Advisers in Home Economics, an Adviser and an Assistant Adviser in Mathematics, an Adviser and an Assistant Adviser in Modern Languages, two Advisers and two Advisory Teachers in Music, three Advisers in Nursery and Early Education, an Adviser and two Assistant Advisers in Outdoor Education, three Advisers and three Assistant Advisers in Physical Education, a Senior Adviser, four Advisers, one Assistant Adviser and one Advisory Teacher in Primary Education, an Adviser and an Assistant Adviser in Religious Education, two Advisers and two Assistant Advisers in Remedial Education, an Adviser and Assistant Adviser in Science, two Advisers and two Assistant Advisers in Social Studies and two Advisers and an Assistant Adviser in Technical Education.

Within Lothian there are two Regional Consultative Committees (one for primary schools and the other for secondary schools). Their members are appointed by the Director of Education, and include representatives of the Head Teachers, of the Universities, of the Colleges of Education and of Her Majesty's Inspectorate. Underneath these two committees is a whole range of Regional Study Groups which normally meet once or twice a term. Typically, these groups are chaired by a Head Teacher and consist of an Assistant Head Teacher with curricular responsibility, subject Adviser(s), and representatives of Principal Teachers, Assistant Principal Teachers and unpromoted staff. They, in turn, are empowered to set up sub-groups, with closely defined remits and there are also *ad hoc* groups which have been established by subject Advisers to examine specific issues. Also from time to time, the Director establishes working parties to examine and report on particular areas.

With this number of groups it is often difficult to distinguish between what has been prepared by Advisers and by the study groups. Certainly most of the material emanating for these groups is print and not non-print. Lothian does not produce many multi-media kits and packages for use by its classroom teachers.

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3. EQUIPMENT IN SCHOOLS

Within the Region there is an increasing number of schools (particularly secondaries) which have resources centres. However, nearly all the new schools now being opened have an area purpose-built for such a centre.

There are only six audio-visual technicians in the secondary schools. The reasons for this are varied. They are partly historical in that none of the four authorities which came together to form Lothian Region had previously adopted the practice of having audio-visual technicians in their schools. Therefore, to alter this policy in 1975 would have cost a great deal of money at a time when cash was not in ready supply. There is also the further difficulty that there are within the job market few technicians specifically trained in audio-visual work. Accordingly, minor audio-visual repairs and maintenance are done in the schools by technicians who may have a specific remit such as Science or Technical Education. All major repair work is carried out by the Technical Advisory Officer (Audio-Visual) who, together with a staff of four engineers, looks after all the audio-visual equipment in the Region's schools. This group, based in North Merchiston School, Edinburgh, either repairs on the spot or, if the work involved is more detailed, brings the item back to the workshop. Occasionally, should the repair be of a particularly serious nature, the equipment is sent to a commercial firm for attention but this happens only rarely. When requested by individual schools, this unit also organises in-service courses on the operation of audio-visual hardware.

Equipment in the schools is being standardised as much as possible. The Adviser in Educational Technology has prepared a catalogue of audio-visual equipment which contains recommendations as to what the schools should buy. This has been sent to all the schools and Head Teachers are expected to order from this catalogue. This system has been highly successful and has enabled considerable standardisation to take place. Further details regarding hardware are given in circulars which are sent out to schools by the Adviser. All secondary schools have a member of their promoted staff with responsibility for audio-visual hardware and software and it is to this person that all such notices, circulars etc. are addressed. This enables the Adviser to have a personal contact within each of the secondary schools. No such equivalent person, at present, exists within the primaries in the Region but a list, giving the minimum range of equipment each school is expected to have, has been issued and circulated amongst the primaries (N.B., this list is not to be confused with the catalogue mentioned earlier in the paragraph).

The provision for television sets in the Region is 100%—including primary schools—and nearly all the sets are colour with most schools having more than one receiver. Television sets and VCRs are purchased in a number of ways. They may be bought as part of the capital expenditure of a new school, out of the *per capita* allowance, from school funds or with support from the Parent-Teacher Associations. All the secondaries have a minimum of one VCR as do many of the primaries. All secondary schools—except two—now have National Panasonic VCRs. All Philips machines, with the exception of those in the two previously mentioned schools, have been phased out since regionalisation. All primary schools with VCRs are on National Panasonic standard.

4. TELEVISION AND AUDIO-VISUAL RESOURCES CENTRE

Within the Dean Education Centre, the above Centre houses an Audio-Visual Unit for the Region. On the video side, this is purely a back-up service. In other words, recording is done centrally for schools which, for a variety of reasons, cannot record a particular programme or series. The video-recording (which is made at Dean Centre provided four days' notice is given) is then sent to the school. In addition to taping for schools, the Unit also records on the instruction of subject Advisers, and copies of all the tapes recorded are available in the Unit's library. Similarly, there is an audio-recording unit which tapes all schools' broadcasts which are then available to the schools on loan on a similar basis.

A catalogue of all video-tapes held in the library is sent each year in August to the schools. No details are given of the audio-tapes for the simple reason that the list is so extensive that a publication would be too vast. A teacher may request any recording (and this is usually done by telephone) and when it is to hand it is sent out on a week's loan either via the van which is used exclusively by Educational Technology staff or by post. It is, of course, possible for teachers to call personally and collect their orders.

The Centre also has an extensive loan collection of audio-visual equipment which is available when school items break down. This covers most types of hardware and the loan period is 24 hours. The time required for notice of the loan is three days. Extensive use of this service is made by schools.

The Centre produces its own original television and film material in response to requests from schools, colleges and subject Advisers and the programmes asked for cover quite a range including Drama, Mathematics, History, Social Education, Physical Education, Swimming, Dance etc. In addition, programmes are made for, and equipment lent to, the Police (crime prevention in schools), the Social Work Department, the Water Board, Regional personnel and many others. In-service courses are carried out in schools and colleges and also within the Centre.

It is also part of the Unit's responsibility to assist in the design of resources centres and in the installation of television distribution systems within schools and colleges.

5. SCHOOL LIBRARY SERVICE

The School Library Service has a base in St. Bernard's Primary Education Centre, Dean Park Street, Edinburgh (031-332 6971). It is here that the stock is kept. The administrative headquarters of the Service are within the Regional Education Offices at Torphichen Street, Edinburgh (031-229 9292).

The School Library Service staff at Torphichen Street consists of the School Libraries Officer, the Assistant School Libraries Officer and one Clerical Assistant. At St. Bernard's there is one Senior Librarian, one Librarian, one Senior Library Assistant, eight Library Assistants, one Typist and one Driver.

Within the Region the principle has been established that each secondary school should have a qualified librarian. However, for historical reasons not every school has one as yet. Prior to regionalisation the City of Edinburgh's policy was to put an unqualified library assistant into every secondary. Accordingly, at present, in the Edinburgh Division there are within the secondaries nine qualified librarians (one of whom is part-time) and thirteen library assistants. All the twelve school librarians in West Lothian and the six in Midlothian are qualified which was the situation before 1975, and, of the six schools in East Lothian, one has a qualified librarian and the remaining five are awaiting appointments following recent advertisements.

(1) School Library Service Material

Every primary and secondary school receives a *per capita* allowance. Part of this may be spent on library stock but the decision rests with the individual Head Teacher as there is no mandatory sum assigned for this purpose. However, it is the case that a secondary school is recommended to spend not less than £0.50p per pupil for the purpose and this figure is frequently exceeded.

No central catalogue of the schools' holdings is kept nor is there a channelling of orders through the School Library Service. Each school tends to order directly although, because of a Regional contract, they are limited to one supplier.

Secondary Schools. Each secondary school has a permanent library and, with the exception of the five in East Lothian awaiting appointments, all have a librarian or library assistant. The method of choosing stock varies from school to school. In some, this task is assigned to a Library Committee of which the school librarian is an important member. In others, the school librarian has to elicit requests from subject departments, and, if demand exceeds cash supply, decide which purchases to make.

Primary Schools. Most primaries do not have central libraries, the preference being for individual class libraries. However, with falling rolls, a few schools now have more space available and a trend in Lothian can be detected towards the establishment of central libraries.

The choice of stock in the primaries is normally made by the Head Teacher who may, or may not, consult the staff. The School Library Service seldom receives requests for assistance in selection and this despite the fact that displays of recent material are always on show at St. Bernard's for the benefit of schools.

The School Library stock falls into a number of categories:

(i) *Recreational Reading Boxes.* Every primary class receives a box containing approximately 50 books (40 fiction and ten non-fiction). In the single-stream primaries these are exchanged twice per year. In the larger schools, the changeover is only once per year but in the small one or two-teacher schools the boxes may be interchanged as often as twice a term. The choice of material can be made by the class teacher but, more often than not, this task is performed by the staff at St. Bernard's.

In addition to the recreational reading boxes, remedial reading material is sent out. Again, these boxes normally number fifty or so items and have been specially selected for children with reading difficulties.

(ii) *Project Kits.* These kits available to primary schools are made up to order by the School Library Service Staff. They consist of books, wall charts, posters etc. and do not contain audio-visual material. There are usually 20 books in each kit which may be borrowed for as long as it is required.

(iii) *Museum Kits.* These kits which are pre-packed, and prepared by the Social Studies Advisers and the Museum Service, are distributed by the Library Service. They contain books, audio-visual media and three-dimensional objects. There are 18 titles, some of which have multiple copies, and they concentrate on historical themes, e.g., Early Man and Skara Brae, the Jacobites. The School Library Service can, also, on request, supply a separate but complementary pupils' book box on each theme, the contents of which suit the particular requirements of each class. The kits are available for a loan period of three weeks and are aimed at the primary school and SI and SII.

(iv) *Rural Awareness Kits.* There are 15 such kits assembled by a Job Creation Scheme Unit working under instructions from staff at the East of Scotland College of Agriculture. They consist of tape/slide packages on agricultural topics, e.g., Potatoes, Country Code, Dairying, and are suitable for Primary 6 and 7 and for SI and SII. Work booklets, with questions on the slide show, and "things to do" are included. In the teacher's notes is a copy of the taped commentary, an inventory of the package, background information on the subject and references for both the teacher and students. These kits are available on a three week loan.

(v) *Local Studies Collection.* A small collection of books—old and new—about the Lothians has been gathered together. There are about two hundred such books which may be borrowed for one month at a time. A catalogue is available on request.

(vi) *Sixth Year Studies Service.* The School Library Service stocks centrally some of the more expensive books for Sixth Year Studies work. These cover the whole subject range and while the collection is not extensive, it is being increased on demand. Requests which are not available at St. Bernard's are either borrowed from the British Library Lending Division or are bought.

(vii) *Special Services.* The Service holds stocks of library stationery for sale at cost price to individual school libraries, e.g., catalogue cards, readers' tickets.

(2) Catalogues

Catalogues and lists of most of the Service's holdings are available. However, what is worth noting is that the decision to disseminate such information is not always the responsibility of the School Library Service despite the fact that it is the Service which holds the items and is responsible for their distribution and collection. This is not normal practice in Scotland.

Printed lists include:

(i) A *List of the Local Studies Collection.* This list detailing all the books held gives title, author, publisher and publication date. The Service has distributed this list to all the school librarians. Further copies are available on request.

(ii) A *List of Museum Kits* is sent to the Head Teacher of each school by the Social Studies Advisory Section. It contains information about the contents, instructions on how to order etc.

(iii) A *List of Rural Awareness Kits* has been distributed to the Head Teacher of all schools in Lothian by the East of Scotland College of Agriculture which was responsible for the compilation of the kits. The list gives full details about what is in each kit and also indicates the age range for which it is considered suitable.

(iv) The School Library Service sends out a *News Sheet* with every Recreational Reading Box. This letter gives details of what is available at St. Bernard's and, although it only reaches the primary school, it will be seen by every school teacher for every primary school teacher receives at least one of these boxes annually.

(3) Order and Delivery

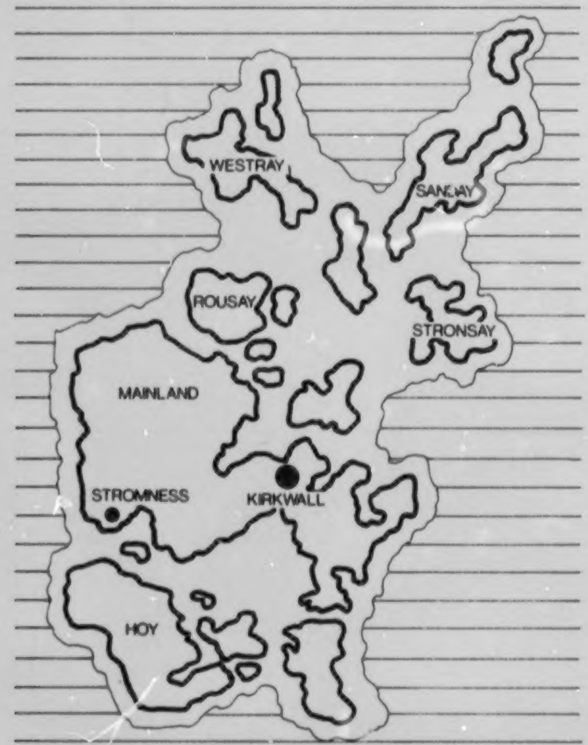
Orders are accepted by telephone, letter or personal visit. Distribution is carried out by the School Library Service van which has a set route and is in every area of the Region on a set day at least once a week. Therefore, it is rare (provided the request is in stock and available) for a teacher to wait more than a fortnight before receiving an order.

(4) Addenda

Two factors must be stressed in any consideration of the School Library Service within the Lothian Region. Firstly, the Service is very much in its infancy, there being no organised equivalent throughout the area prior to regionalisation.

Secondly, no material produced by subject Advisers and their working parties or purchased by Advisers is held by the Service. The tendency in Lothian, as has been made clear in the section on the Dean Education Centre, is for each Adviser to build up a personal resources collection relating to his own subject area. Consequently all resources for teachers are not centrally housed in, for example, the School Library Service Headquarters. Therefore, it is not really surprising that the majority of the Service's holdings are more suited to primary schools.

ORKNEY ISLES AREA


WESTRAY
SANDAY
ROUSAY
STRONSAY
MAINLAND
STROMNESS
KIRKWALL
HOY

Orkney Islands Area

The Orkney Isles are but a two hour boat trip from Thurso, the most northerly town on the mainland of Scotland. There are 65 islands in the Orkneys, 30 of them inhabited, and most of the 18,000 inhabitants make their livings from farms, which are generally small but are worked intensively. Only two towns, Kirkwall and Stromness, have a population in excess of four figures. The islands are administered in almost exactly the same way as before regionalisation in that they are an independent, all-purpose authority. The two Burgh Authorities have, however, been abolished.

Orkney has 20 primary schools, five primary and secondary schools, and two six-year secondaries, Kirkwall Grammar School and Stromness Academy. In the five secondaries with primary departments ("Junior High Schools") the tendency is for those pupils wishing to take certificate courses to go at the end of their second year to Kirkwall or Stromness where, if necessary, hostel accommodation is provided for students from the islands. Unfortunately, it is not possible for those who remain to do 'O' Grade work in the standard subjects, although occasionally 'O' Grade presentations are made.

1. TEACHERS' AND RESOURCES CENTRES

Orkney has neither a Teachers' nor a Resources Centre. Meetings of teachers, subject panels etc. normally take place within the Kirkwall or Stromness secondaries. In-service courses also are held there or in a school closer to the homes of the teachers attending. An important development over the last two years has been the introduction of school-based in-service activities assisted by Aberdeen College of Education.

2. ADVISERS

There are Advisers in Music and Physical Education. Also there is a number of working parties, e.g., in English, Mathematics, Modern Languages, Primary Education, Science, Social Subjects, and Technical Education. The secondary panels consist of all subject teachers within Orkney and tend not to produce material for use in the classroom. However, the Primary Education working party does prepare kits which are available to all the schools in the Isles. These kits contain audio-visual material as well as books and other printed items.

3. EQUIPMENT IN SCHOOL

Only one school—Kirkwall Grammar—could be said to have a resources centre. However, all schools have at least one television set and most have a colour receiver. The two six-year secondaries and three primary schools have VCRs. Accordingly, there is little need for a central video-recording unit.

There is no minimum standard list of audio-visual items which schools must have. It is up to individual schools to decide their own requirements. The larger schools make their purchases from their own *per capita* allowance but the smaller schools, i.e., those with four teachers or less, are supplied with equipment from the Education Department's resources when necessary.

Kirkwall Grammar and Stromness Academy have technicians who can deal with audio-visual equipment and repair items there which require attention. Should a piece of equipment in any of the other schools require attention then a local supplier is called upon. There is no central stock of audio-visual hardware from which items can be borrowed by schools should their own equipment break down.

4. SCHOOL LIBRARY SERVICE

In Orkney there is no independent School Library Service, it being part of the Library Service as a whole which, however, is administered by the Education Department. The Headquarters of this Service are in the Orkney Library, Laing Street, Kirkwall (Kirkwall 3166). There is neither a Children's Librarian nor a Schools Librarian.

(1) School Library Service Material

Every primary and secondary school gets a *per capita* allowance but it is up to the Head Teacher to decide how that grant should be spent. Orders for book and non-book materials from the schools are submitted directly to suppliers and, therefore, no central catalogue of the schools' stock is available. There is no separate fund for School Library Service materials. It is the Chief Librarian who decides how much of the annual library allocation should be spent on books and software for the schools. The decisions as to what should be purchased are, of course, also his and these he makes on the basis of teachers' comments and requests.

Secondary Schools. Both six-year secondary schools have Chartered Librarians on the staff although the librarian at Stromness is employed only in a part-time capacity. Two of the remaining five secondaries also have permanent libraries, both of which are administered by teachers. The other three schools all use a classroom as a base for their book collections.

All the schools decide upon their choice of new material by themselves and they purchase it without referral to the Library Service. The choice in the six-year secondaries is made in consultation with the school librarians but in the Junior Highs it is the prerogative of the Head Teachers who may or may not seek advice from their staff.

Primary Schools. There are no central libraries in any of the primary schools, the main reason given being that most of the schools are very small. However, all have class libraries.

The material which is available to the schools from the School Library Service falls into several categories:

(i) *Book Collection.* The aim of this collection is to build up small reference libraries within the schools and to promote general reading amongst the pupils. It is a service which is available to all schools, primary and secondary, with the exception of the two six-year schools in Kirkwall and Stromness. The collection for the Mainland, which is Orkney's largest island, is carried by the library delivery van whereas the books for the islands go by boat and are picked up at the pier by the teachers.

These collections can be chosen personally by the teacher—there is no limit to the number of books which can be borrowed—or, alternatively, a school can telephone in its request, e.g., 20 books for a Primary 5 class. This loan stock is changed over on request, normally about once a term.

(ii) *Project Kits.* These kits, introduced in 1972, are intended to supplement school resources for project work. They consist of books, wall charts, maps, suggested poems for the children to read and audio-visual units selected on specific topic areas. The kit encompasses all ages and it is up to the teacher to decide what is most suitable to use with each particular class. This service operates mainly at the primary level but it is also available to the Junior Highs.

The kits which number 40 are issued on a "first come, first served" basis and are loaned for a period of one term at a time. They are pre-packed and were originally assembled by the Chief Librarian and the Primary Schools Teaching Panel. They are revised and up-dated annually and a comment sheet is always included to provide feedback from the schools.

(iii) *Junior Reading Kits.* These kits, also introduced in 1972, are intended to encourage the reading habit in children in the Infant classes. They consist of attractive, colourful story books for the children and filmstrips, tapes etc. covering stories or nursery rhymes for use by the teacher with the class.

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As with project kits they are issued on a "first come, first served" basis and are loaned for one month at a time. They are pre-packed and are being continually revised and up-dated. At present there are 39 such kits available. They do not cover themes or topics but are simply collections of books aimed at fostering reading amongst young children.

(iv) *Audio-Visual Media.* A range of audio-visual material including filmstrips, slide sets, audio-cassettes etc. is available to all schools. There is material suitable for every age range. No list is available of this material, and not much use is made by teachers of this service.

(v) *Book Requests.* Requests for specialist material, e.g., for Sixth Year Studies or 'A' level material, are often made. Use is made of the British Library Lending Division if the requests cannot be met within Orkney.

(vi) *Archivist Assistance.* It is possible for schoolchildren to work on local material under the instruction of the Archivist at the Library Service. Prior arrangements have to be made for this. The potential for local studies is great and this service although utilized is not at present extended to the full.

(2) Catalogues

(i) A *List of Project Kits* is distributed annually. One copy goes to the Head Teacher in every school with the exception of the two six-year secondaries. The list is annually up-dated.

(ii) A letter with information about the Junior Reading Kits is sent out every year to the Head Teacher of every primary school.

(3) Order and Delivery

Teachers may call, telephone or write in with their requests. The delivery methods are varied according to the type of material requested and the school which requested it. The normal means are:

(i) the library van (which operates only on the Mainland);

(ii) very occasionally, the Mobile Library Van if it happens to be going near a school which has asked for something (this van is similarly restricted to the Mainland);

(iii) the post, which is used mainly for small items, e.g., filmstrips, cassettes;

(iv) freight carrier to the islands where the items are left at the pier to be uplifted by the teacher;

(v) personal collection.

Shetland Islands Area

The Shetland Isles, an hour by plane and 13 hours by boat from Aberdeen, are the most remote part of the United Kingdom. On a map, the archipelagos of the Orkneys and Shetlands resemble a ragged, well-strewn path of stepping stones stretching north-east from the Scottish mainland. Muckle Flugga in the Shetlands, the most northerly point in Britain, is more than 170 miles from John O'Groats and shares a latitude with the southern parts of Alaska.

The population of the area is just over 20,000 (excluding the temporary oil villages at Sullom Voe) and the one town of any size, Lerwick, houses around 7000 people. There are well over 100 islands in the chain, but only 15 are inhabited. Regionalisation has brought no change to the administration of the Shetlands in that they have remained an independent, all-purpose authority.

Today, there are 29 primary schools (Foula, the most westerly island in the group, has the smallest roll in the Shetlands with only nine pupils), seven primary and secondary schools and one six-year secondary school, this being Anderson High School in Lerwick. The seven secondaries (which all have primary departments) are referred to as "Junior High Schools". In the Junior Highs there is a common course for the first two secondary years and then the more academic pupils, if they wish, can move to Anderson High while those who remain can still choose to follow 'O' Grade courses in the standard subjects. It is also worth noting that, with the advent of the oil and concomitant industries together with the coming of settlers from the south determined to farm crofts on a self-sufficient basis, it has been necessary to re-open some of the small primary schools previously closed.

Given the spread of the school population, it is, therefore, not surprising that items such as hostel accommodation, school houses, travel, figure largely in the Education budget—something that is not the case in the more thickly populated regions of the country.

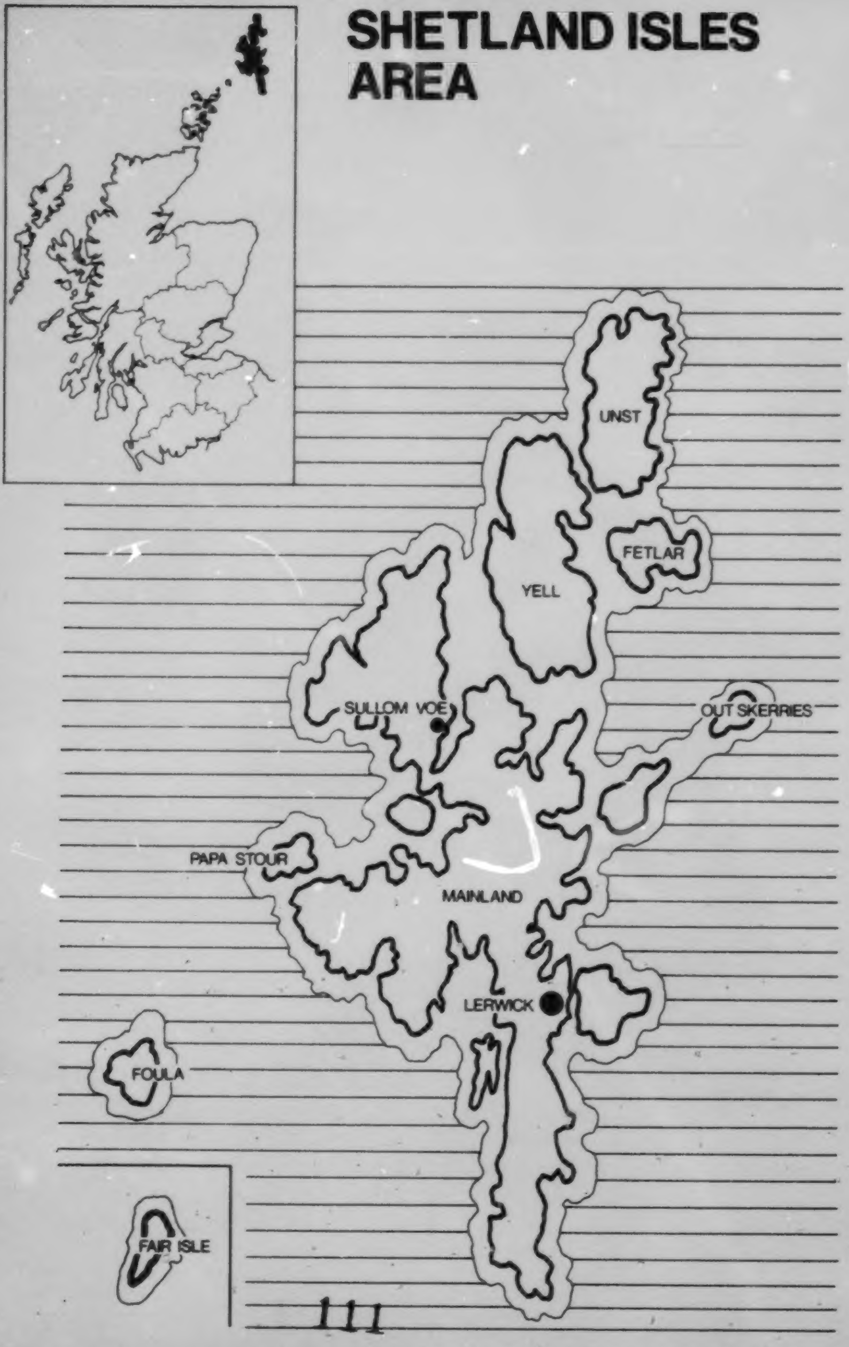
1. TEACHERS' AND RESOURCES CENTRES

There is neither a Teachers' nor a Resources Centre. Meetings of teachers, working parties etc. are normally held within Anderson High School, Lerwick. In-service courses are also held there or in a school more suitable to those attending.

2. ADVISERS

There are Advisers in Music and Physical Education. There is also a number of subject panels. In the primary sector, there are panels in English and Mathematics. On the secondary side, there are groups in English, Geography,

SHETLAND ISLES AREA


UNST
FETLAR
YELL
SULLOM VOE
OUT SKERRIES
PAPA STOUR
MAINLAND
LERWICK
FOULA
FAIR ISLE

History/ModernStudies, Mathematics, Modern Languages and Science. These secondary groups consist of the subject teachers at Anderson High School and their counterparts within the Junior Highs. In an area where isolation can be easily felt, such meetings serve to foster professional and social intercourse as well as providing an opportunity for discussion on those topics peculiar to each subject area.

Both the primary and secondary Mathematics working parties have produced kits which are available to all schools within the Isles. These kits consists entirely of print material, i.e., instruction sheets, worksheets, diagrams etc.

3. EQUIPMENT IN SCHOOLS

There are no schools which have resources centres although each subject department at Anderson High School has a resources area of its own, i.e., a resources collection and work area with access to a central reprographic unit.

Most of the schools have television sets although they are mainly monochrome sets. Those which do not have sets are nearly all in areas of poor reception. There is only one VCR and that belongs to Anderson High School. Accordingly, there is at present no need for a central video-recording unit.

There are no stated minimum standards of audio-visual equipment. It is left to individual schools to decide what they want and to pay for it out of their *per capita* allowance. If they need large items of equipment beyond the range of the *per capita* grant they can request assistance from the Education Offices where each case is considered on its merits.

The repair and servicing of hardware is done by the one and only audio-visual technician in the Isles based at Anderson High School. Should equipment in an outlying school require attention then either the item is brought into Lerwick by one of the many peripatetic teachers or the Anderson High audio-visual technician will himself go out to the school and do the repair on the spot. If the technician is overworked or if it is a particularly difficult piece of work, a local commercial firm can be contacted.

4. SCHOOL LIBRARY SERVICE

In the Shetland Isles the Library Service, of which the School Library Service is a part, comes under the wing of the Education Department. The central establishment of this Service is in the Library, Lower Hillhead, Lerwick (Lerwick 3868). There is neither a Children's Librarian nor a Schools Librarian.

(1) School Library Service Material

Each primary and secondary school receives a *per capita* allowance. The Head Teacher decides how this money is spent and no pressure is exerted to ensure that any of the grant is spent on resources. Therefore, it is quite possible that additions to the school library stock may be few and far-between. All orders for software, both book and non-book, are submitted directly by the schools to the Department of Education where it is ordered by "school requisition". No central record of school orders or stock is kept.

Money is presently available from the School Library Service to help augment the stock of books available for school collections. Also, help is always given to those schools in the process of starting a library. Originally, there was a book allowance, for reference material only, granted every few years to schools in rotation, but over the past decade this practice has faded out due to the small sum given and the increasing cost of reference books. The result is that the schools are today not well-off for library books.

Secondary Schools. Anderson High School has a large permanent library with a staff of one Chartered Librarian and one Library Assistant. The remaining schools on the islands have no permanent staff and the small libraries/book collections are normally administered by the Principal Teacher of English. Schools stock their libraries mainly from material made available through the public library. Selection is normally done by the library staff in consultation with the Head Teacher of the School.

Primary Schools. None of the primary schools, some of which are one or two-teacher establishments, has a central library. All the "libraries" are class collections which are normally quite small.
The material which is held by the School Library Service falls into several categories:

(i) *Book Collection.* The collection, which is aimed at supplementing what is in each school, is available to both primary and secondary schools. This loan stock is delivered by the Mobile Van (which delivers to the main islands at least once per month) and is changed at least twice and sometimes as often as four times a year.

Circular letters are sent out in advance of the delivery asking for suggestions (e.g., some primaries prefer to have their collection compiled according to topics, others according to age range) and for details of any increase in the school roll. The "order" is then prepared by the Library Service staff who adhere as closely as possible to the requests submitted. On average each school receives one book per pupil.

(ii) *Filmstrip Collection.* There are about 1000 filmstrips available to all schools for borrowing.

(iii) *General Requests.* Requests for specialist material, usually for Sixth Year Studies, are made direct to the Library Headquarters in Lerwick.

(2) Catalogues

A list of the filmstrip collection is distributed on request. Little interest has been shown recently in these items. It has been assumed that the reason for this is because the material, almost without exception, is out-of-date.

(3) Order and Delivery

Teachers may call, write or telephone in with their requests. Normal delivery methods are as follows:

(i) by personal collection;

(ii) by post. This applies only to the filmstrips and the occasional request for specialist material;

(iii) by Mobile Library Van which delivers to the main islands. It is in each area at least once per month;

(iv) by freight carrier to the outlying islands, i.e., Fair Isle, Foula, Out Skerries and Papa Stour.

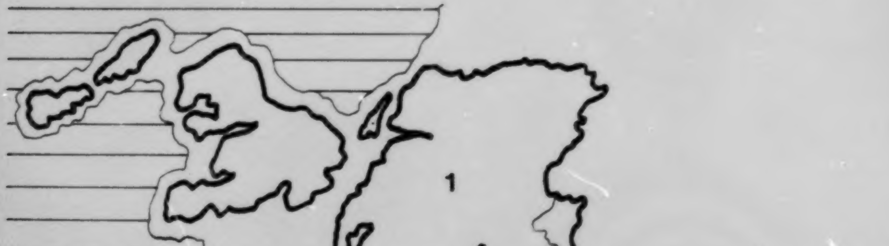
(4) Addenda

The Chief Librarian is presently reviewing the School Library Service with the intention of establishing it on a professional footing for the first time.

STRATHCLYDE REGION

ADMINISTRATIVE AREAS

1 Argyll & Bute
2 Dumbarton
3 Clydebank
4 Bearsden & Milngavie
5 Strathkelvin
6 Cumbernauld & Kilsyth
7 Monklands
8 Glasgow City
9 Renfrew
10 Inverclyde
11 Cunninghame
12 Kilmarnock & Loudoun
13 Eastwood
14 East Kilbride
15 Hamilton
16 Motherwell
17 Lanark
18 Cumnock & Doon Valley
19 Kyle & Carrick



Strathclyde Region

Strathclyde Region, the largest in terms of population (2,466,300) of the Scottish regions created in May 1975, consists of the former counties of Argyll, Ayr, Bute, Dunbarton, Lanark and Renfrew, the city of Glasgow, and part of Stirlingshire. Today, it contains 19 Districts—Argyll and Bute, Kyle and Carrick, Cumnock and Doon Valley, Cunninghame, Kilmarnock and Loudoun, Dumbarton, Clydebank, Bearsden and Milngavie, Strathkelvin, Cumbernauld and Kilsyth, City of Glasgow, Monklands, Motherwell, Hamilton, East Kilbride, Lanark, Eastwood, Renfrew, and Inverclyde. For the purposes of educational administration, however, the Region is sub-divided into six Divisions—Argyll and Bute (based on Dunoon), Ayr (on Ayr), Dunbarton (on Dumbarton), Glasgow (on Glasgow), Lanark (on Hamilton), and Renfrew (on Paisley). To each Division is granted from Regional Headquarters in Glasgow a large degree of independence. Regional policy encourages the development of resources services to schools on a divisional basis while at the same time ensuring that there is a level of consistency in resources provision throughout the Region. For example, each Division has a divisional resources centre and area centres have been, and are being, established; similarly, a school library service in each Division has been developed and is being expanded to meet current needs. Such differences as do exist between the Divisions, e.g., the supply of qualified librarians in secondary schools, the servicing of audio-visual hardware, are explained by historical reasons and by the fact that attempts to provide a uniform pattern, where practical, throughout the Region have been thwarted by lack of sufficient finance.

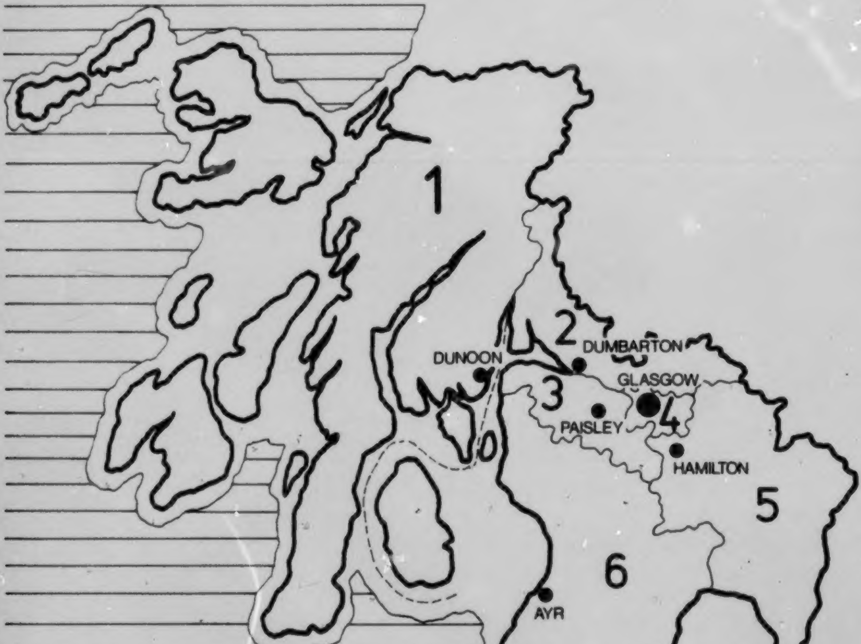
Resources links between Divisions are close. Divisional Education Officers meet regularly with the Principal Educational Resources Librarians who also have frequent meetings with each other. Material produced within any one Division by a subject panel/working party is automatically sent to the remaining five Divisions. A catalogue exists of all the packages prepared within each Division since regionalisation. This not only gives useful information but also helps to avoid duplication of work. Teachers can use and borrow from any of the resources centres within the Region and are not restricted solely to those within their own Division. It is evident, therefore, that despite the size of Strathclyde Region a communication and information system exists which helps to ensure that divisional independence does not mean divisional isolation.

Accordingly, because of the administrative structure of the Region, it is proposed to examine the divisions individually:

STRATHCLYDE REGION

EDUCATION DIVISIONS

1 ARGYLL AND BUTE
2 DUNBARTON
3 RENFREW
4 GLASGOW
5 LANARK
6 AYR


1
2
DUMBARTON
DUNOON
3
GLASGOW
PAISLEY
4
HAMILTON
5
6
AYR

Argyll and Bute Division

The Argyll and Bute Division, which covers most of the former counties of those names and is the Argyll and Bute District, is a large sector of more than 3000 square miles in the north and west of the Strathclyde Region. It stretches from Tiree in the west to Dunoon in the east, from Oban in the north to Southend at the tip of the Mull of Kintyre, and includes the isles of Bute, Islay, Jura, Colonsay, Mull, Tiree and Coll. The Division contains 84 primary schools and nine secondary schools. Most of the primaries are small, rural schools and 62 of them have between one and four teachers apiece. The only large towns in the area are Campbeltown, Dunoon, Oban and Rothesay; and the problems of distance and transport here are similar to those faced in the Highland Region.

1. TEACHERS' AND RESOURCES CENTRE

(1) Cowal Teachers' Centre (Sandbank 548)

This Centre is housed in a former primary school in Sandbank, and stands overlooking the Holy Loch. It has a Reception Area, a Large Hall containing the library stock, a Reprographics Room, a Store Room, a Mobile Stock Library Room and three offices. The latter serve as an area for new books, for exhibitions etc. and are used also as conference/seminar and work-rooms. There are facilities for viewing films, slides etc.; and there is a coffee lounge with an adjacent canteen which can provide snacks and meals for meetings of approximately 20 people. It also provides office accommodation for the six Divisional Advisers and their secretariat and it is in frequent use as a meeting place and conference centre for teachers. In addition, it is used by the School Library Resources Services as its base (see pp. 119/123).

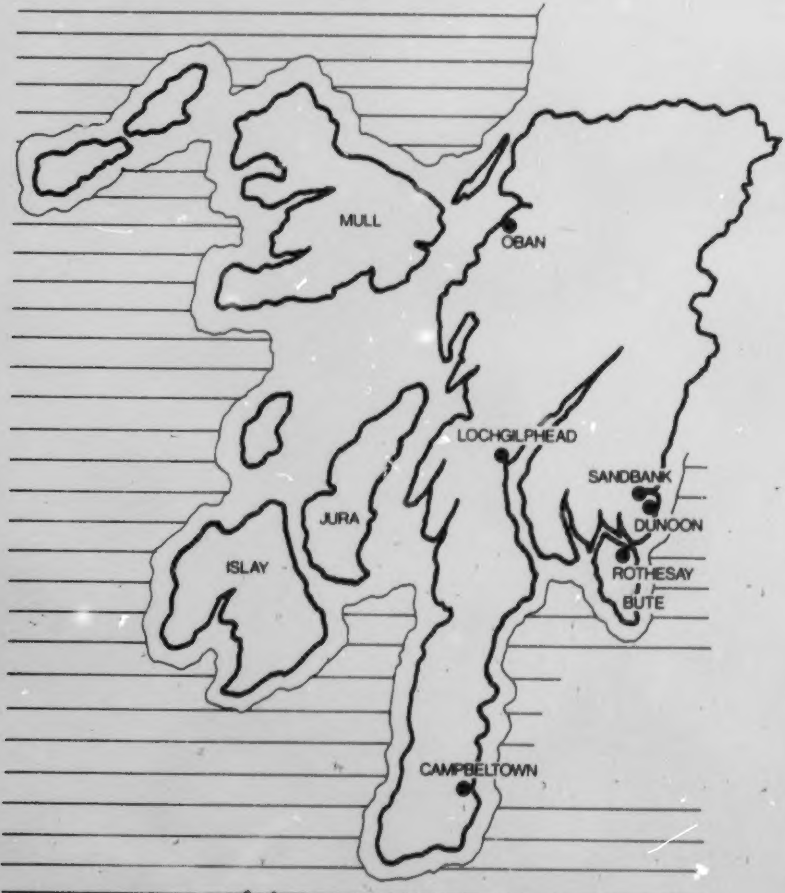
The Centre is open on weekdays from 9.00 a.m. until 5.00 p.m. and on the occasional Saturday by request in order that teachers from remote areas may visit.

2. ADVISERS

There are Advisers in Art, Music, Physical Education and Primary Education (3). However, there is a close link with the Renfrew Division and its Secondary Advisers have an advisory role in Argyll and Bute (see p. 169). All the Advisers have subject panels and there are also working parties in those areas of the curriculum in which advisory assistance does not exist. Altogether there are 20 such groups in the Division and part of their remit is to produce reports or materials that will be of particular value in the remote districts. For example, there is a primary school working party on Islay which has prepared a teaching kit in Gaelic for primary school teachers who do not speak that language.

STRATHCLYDE REGION
ARGYLL AND BUTE DIVISION

ADMINISTRATIVE AREA
Argyll & Bute


MULL
OBAN
LOCHGILPHEAD
SANDBANK
DUNOON
ROTHESAY
BUTE
JURA
ISLAY
CAMPBELTOWN

The work of all these panels is tied together by a Divisional Advisory Committee on the Curriculum which meets once every term. Its membership consists of an HMI, three College of Education lecturers, three Advisers, an Educational Psychologist, six teachers (not all of whom are in promoted posts), the Education Officer for the Division with responsibility for curriculum development and the Senior Educational Resources Librarian. This Committee oversees the activities of the various working parties and can offer recommendations, advice and help on curriculum development and in-service requirements.

3. EQUIPMENT IN SCHOOLS

Only two schools in the Division can be said to have a sophisticated resources centre—Dunoon Grammar School and Oban High School. However, there are several other schools at present in the process of establishing such centres. Dunoon Grammar School benefits from having two audio-visual technicians who record TV programmes, prepare material, do repair work etc. There is only one other technician in the Division with specific responsibility for audio-visual equipment and he is based at Oban High School. In some of the remaining secondaries the school technicians may have a subject remit, be it Science, Technical Education, or whatever, but they are also expected to attend to basic servicing of audio-visual equipment.

In the case of the smaller secondaries and the primary schools any items requiring attention have to be sent initially to the Education Offices in Dunoon. Normally they are taken there by an Adviser, a member of the Directorate, or a teacher when on panel duty. The post is seldom used. This means that there is at least a slight delay in repair work being done. Equipment is attended to by a local commercial firm or, very occasionally, it can be forwarded to Paisley to be repaired by the technicians at the Robertson Centre in Paisley (see pp. 165/166).

All the secondary schools have a VCR and some have more than one. There are a few primaries with a VCR. While Argyll and Bute does not have a central video-recording unit, the Division has an arrangement with Glenpark Teachers' Centre in Greenock whereby recordings done there may be used by Argyll schools. Accordingly, a sum of money from the Division's budget is set aside for the purchase of raw video-rapes. This service is available to all the Division's schools for, although some schools have National Panasonic equipment and other Philips, Glenpark can provide tapes which can be used on either system.

4. SCHOOL LIBRARY RESOURCES SERVICE

The Headquarters of this Service as has already been stated are in the Cowal Centre (Sandbank 548). The staff consists of the Senior Educational

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Resources Librarian, one Cataloguer, one Educational Resources Librarian, one Teacher in charge of Curriculum Development, one Secretary, two Clerical Assistants and one Driver. There are no professional librarians in any of the Division's schools, but during 1977/1978 16 girls were employed under the Job Creations Scheme to catalogue, classify and organise the materials in the schools.

(1) School Library Resources Material

Every primary and secondary school receives the usual *per capita* allowance for resources and the money may be spent in any way the school wishes. Any orders for book and non-book materials are submitted directly by the schools themselves. The School Library Resources Service is not used as an intermediary and, therefore, no central catalogue of the schools' holdings in the Division is kept.

Secondary Schools. Every secondary school has a permanent library which, in some instances, is housed in a classroom. As there are no librarians, the administration is the job of a member of the teaching staff, normally someone from the English Department. Additions to the stock depend on the attitude of individual departments.

Primary School. Every primary school has a permanent collection of resources, usually just books, but in the larger primaries there are certain non-book items. The Head Teacher decides how the allowance is to be allocated and, therefore, how well the "library" is stocked is dependent upon the school's priorities.

The material held by the School Library Resources Service is available to all schools. The majority of the items are best suited to the primaries. The reason for this is historic as there has always been a large amount of stock available for the small remote schools and it was only in March 1976 that the School Library Resources Service received funds for the secondaries. The picture, therefore, is changing quickly.

Purchases are made by the Senior Educational Resources Librarian and the Teacher in charge of Curriculum Development who are fully aware of the demands from the schools. Advisers contribute subject material to the Service, some of it produced by their working parties but most bought from their cash allowance.

There is also a Consultative Panel on Resources which meets once every term and advises on general policy, aims and strategy. This Committee includes an Education Officer, the Senior Educational Resources Librarian, the Teacher in charge of Curriculum Development, one Primary Education Adviser, one Secondary Education Adviser, one Principal Teacher of English, one Assistant Head Teacher (Lower School) and one Educational Psychologist. It can co-opt people and, when it does so, it is usually the chairman of an individual subject panel, e.g., History, Geography.

The School Library Resources Service stock falls into the following categories:

(i) *Book Packs (or Project Kits).* These contain books, some audio-visual aids, assignment cards etc. on a specific topic area. They are prepared by the Teacher in charge of Curriculum Development, a post which dates back to before the Second World War when tuition by correspondence for children in the far-off crofts and homesteads was first begun. Any primary may request this material but most requests come from the smaller schools with one or two teachers, composite classes, and few resources. The packs are adjusted according to the age group of the children concerned and are available on loan for a term at a time. They number about 1200 and now cover S1 and S2 classes, although here the material is all-book. No list of the packs is issued at present.

(ii) *Filmstrip and Slides.* There is a large collection which is suitable mainly for the primary schools. The items cover most, although not all, of the curriculum, e.g., Geography, History, Natural History, Mathematics, Religious Education, and Infant/Junior classes. A catalogue of all such material has been issued. The loan period is normally two weeks which can be extended if the items are not required elsewhere.

(iii) *Scottish Collection.* This stock consisting mainly of both fiction and non-fiction books but an ever-increasing number of filmstrips, slides, records, cassettes, maps, wall charts etc. is available for primary and secondary use. A catalogue detailing the items has been published.

(iv) *Record Library Material.* There is a growing record library containing spoken word material and light and classical music items. A catalogue is avaiable.

(v) *Supplementary Stock Loans.* A collection of material, mainly books, is supplied to all primary and secondary schools and is exchanged three times per session in the case of the primaries and twice per year with the secondaries. The School Mobile Library Van which can hold 5000 books, plus audio-visual material, calls at schools on a regular route and teachers are able to browse and make their choices.

(vi) *Teachers' Reference Material.* There is a range of books on education, teaching practice and subjects of special interest to teachers, e.g., crafts and sports, available at the Centre. A large number of commercial catalogues from publishing companies etc. is also available for reference.

(vii) *Toy Library.* A large collection of toys suitable for use in the primary schools and particularly the special schools is available on loan.

(viii) *Remedial Material.* A number of books, posters, cards etc. to help teachers involved in remedial teaching can be borrowed from the centre. This material is suitable for children with reading difficulties.

(ix) *Other Non-Book Material.* Also available is an increasing number of posters, maps, charts, paintings etc. These cover the whole range of the curriculum and can be loaned to both primary and secondary schools.

(x) *Hardware.* A collection of audio-visual items is available for loan to schools, e.g., cameras, cine projectors, OHPs and VCRs.

(2) Catalogues

Printed catalogues or lists dealing with most of the stock are available, e.g. (a) *Filmstrips and Slide Catalogue*, (b) *Scottish Collection Catalogue*, and (c) *Record Library Catalogue.*

One copy of each of these catalogues is sent to every Head Teacher in Argyll and Bute. No lists are available for the remainder of the material, although general details appear in the Divisional magazine *Contact* which is issued twice per session from the Cowal Centre.

(3) Order and Delivery

Teachers may call, telephone or write in their requests to the School Library Resources Service. The delivery system is varied. The School Mobile Library Van has two tasks: (i) to carry the Supplementary Loan Stock to the schools and return during the year for a changeover; (ii) to deliver any requests that come in from schools which are on its route at that particular time; and (iii) to visit each school three times per session to renew library stock.

Other means of transport include:

(i) the advisers. It is standard practice for any Adviser going out into the schools to contact the Senior Educational Resources Librarian to see if there are any packages to be uplifted;

(ii) all staff attending meetings in Dunoon are given material to take back to their schools, if there is something at the Cowal Centre waiting to be delivered;

(iii) post. Most of the book packs are sent through the postal service;

(iv) freight agents. Nearly all the bulky material going to the isles, e.g., book packs, hardware, is sent through shipping firms.

(4) Addenda

(i) The School Library Resources Service also keeps a collection of hardware, e.g., cameras, OHPs, slide projectors, which is available to all the primary schools. The secondary schools are excluded from this service since they are considered to have an adequate stock.

(ii) It is hoped to open an Area Resources Centre during 1979/1980 in Lochgilphead High School. This will be the responsibility of the School Library Resources Service and will have close links with the Cowal Centre. It is intended that there will be one Librarian and two Clerical Assistants to serve the Mid-Argyll schools and to link with the Divisional Headquarters at Sandbank.

Ayr Division

The Ayr Division of the Strathclyde Region covers the former county of Ayrshire. Today, it contains the Districts of Kyle and Carrick, Cumnock and Doon Valley, Cunninghame, and Kilmarnock and Loudoun. It has 159 primary schools and 31 secondary schools. Recent industrial growth coupled with a resulting rise in the population has meant a sizeable increase in the number of schools in the area over the past few years.

1. TEACHERS' AND RESOURCES CENTRES

(1) Greenwood Teachers' Centre (Irvine 212716)

The Centre is a building on the campus of Greenwood Academy, Dreghorn. Purpose-built in 1976 and opened in November of that year, it has a Lecture Theatre, a Library Resources Area, two large Seminar Rooms, a Lounge, an Audio-Visual Working Area, a Reprographics Room, a Photographic Dark Room, three stores and a kitchen as well as office accommodation. It is open to teachers from 9.00 a.m. until 6.00 p.m. from Mondays to Thursdays and until 5.00 p.m. on Fridays. It is also open in the evenings for meetings as required. The staff at the Centre includes the Audio-Visual Aids Adviser, a Librarian, a Library Assistant, a Senior Audio-Visual Technician, a Technician, an Assistant Audio-Visual Technician, and two Clerkesses.

The Centre holds both software and hardware that may be borrowed by schools. The software includes the usual items, both book and non-book, and comes from an annual budget allocated to this purpose. The materials are selected and purchased after consultation with subject Advisers, the librarian and teachers. It is hoped that, eventually, all the subject Advisers will contribute stock from their own allocation to the resources library. However, the collection is not vast and is in the process of being built up.

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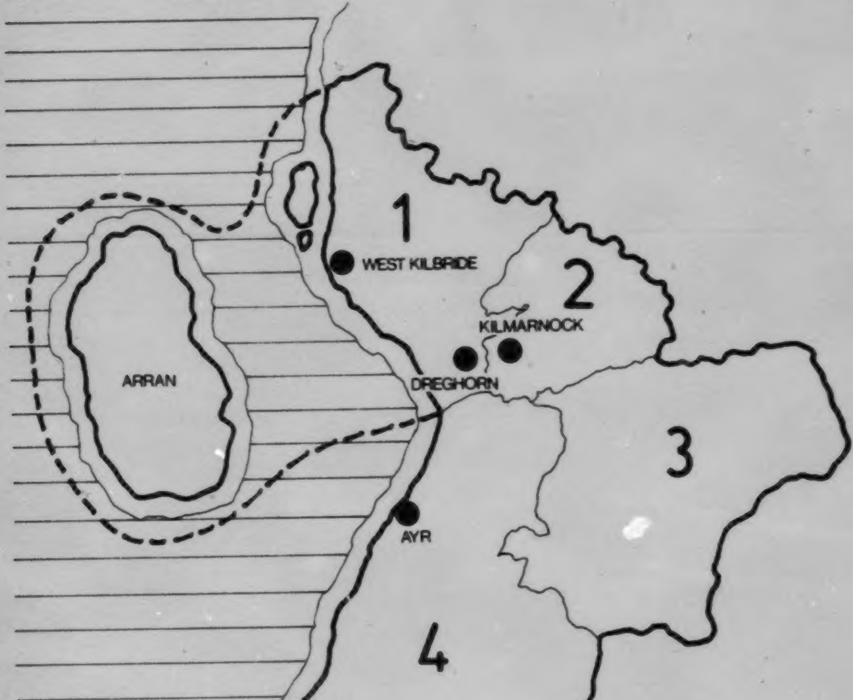
STRATHCLYDE REGION

AYR DIVISION

ADMINISTRATIVE AREAS

1 Cunninghame
2 Kilmarnock & Loudoun
3 Cumnock & Doon Valley
4 Kyle & Carrick


1
WEST KILBRIDE
2
KILMARNOCK
DREGHORN
ARRAN
3
AYR
4

At present, news of what is available is passed on in the Subject Catalogues which cover the whole of the school curriculum and have been distributed to all the Division's schools. Further details, e.g., about hardware, are also given in the Divisional Curriculum Development Bulletin.

However, one aspect of the Centre's work which is already well established is the provision of tapes, both audio and visual, to schools. Many, but not all, schools TV broadcasts are recorded. The criteria for the recording of such programmes are as follows:

(i) if there are a lot of requests for one particular series (in such instances the subject Advisers are asked their opinions);

(ii) if it seems likely that the programme will provide useful back-up material for projects, working panels etc.;

(iii) if, as is often the case, the school requesting the tape is in an area with poor reception;

(iv) if the school seeking assistance has no technician to do the recording there.

The tapes are delivered by a variety of ways: (i) the Schools Technicians Service Van, (ii) the Audio-Visual Aids Adviser or any Adviser calling in at a school, (iii) the post, or (iv) the teachers themselves may collect them. Other items are also delivered from the Centre to the school by these means.

Emphasis at the Centre is placed on providing help to those involved in curriculum development work within the Division. Working areas for such groups are available as are the usual back-up services. Much of the software purchased is held with the aim of providing assistance to subject panels. As yet no kits or materials have been produced by the Centre but it is hoped to remedy this in the near future.

(2) Newton Centre (Ayr 60325)

This Centre, in Green Street Lane, Ayr, is within the former Newton Academy, part of which is used also as an annexe by Ayr Academy. It provides a base for the Advisers in Ayr Division and affords a meeting place for a variety of in-service courses, working parties, subject panels etc.

On the ground floor there is a despatch room, a room used by the Special Education team and two offices. One office provides accommodation for three Senior Staff Tutors in Primary Education and for three Principal Teachers (two of Musical Instruments and one of Dance). The other is used by the Timetabler for the Division and by three teachers on secondment for work in primary schools in deprived areas. On the upper floor are three offices which house all the Advisers in Ayr Division (with the exception of the Adviser in Audio-Visual Aids who is based at the Greenwood Teachers' Centre), a general office with clerical and typing support, a committee room capable of accommodating approximately 50 people, an Audio-Visual Aids Room, a coffee lounge and a recess containing reprographics equipment. There is also hall space which can be used for large meetings and exhibitions.

No resources or audio-visual equipment which can be borrowed by the teacher are held at the Centre, nor can the reprographics unit be used by individual teachers. Light snacks are available but lunches are not served on the premises. The Centre, however, is but a few minutes walk from the town centre. It is open as an office from 9.00 a.m. until 5.00 p.m., and until 6.00 p.m. as a meeting place. It is also in frequent use for evening meetings.

2. ADVISERS

The Division has Advisers in Art, Audio-Visual Aids, Business Studies, Classics (who is shared with Lanark Division), English, Guidance, Home Economics, Mathematics, Modern Languages, Music (2), Nursery Education, Physical Education, Primary Education (2), Science, Social Subjects and Technical Subjects. Nearly all the Advisers have working parties in their own subject areas, many of which are producing material which is used in the classroom. The Audio-Visual Aids Adviser is not an automatic member of every such panel but he is frequently called in for consultation and advice, and the facilities at the Greenwood Teachers' Centre are used regularly in the production of the kits and packages which are being prepared.

3. EQUIPMENT IN SCHOOLS

Within the Division there is an increasing number of schools with resources centres, most of which are in secondaries. All plans for new buildings or extensions, both primary and secondary, include a resources area with a library, learning laboratories, working area (for example, for reprographics), and, in secondary schools, a lecture theatre.

There are 12 audio-visual technicians and four assistant audio-visual technicians in the secondary schools. This means that almost half these schools are staffed with audio-visual support at present but the aim is to have either a technician or an assistant technician in every secondary school. In fact, two schools have both an audio-visual technician and an audio-visual assistant technician, the reason being not simply the size of the school roll but rather that they house resources centres and are heavily committed to producing material for internal use by the teachers there.

First-line servicing is done in the schools by these technicians. More serious repairs are handled by a variety of people. The audio equipment is serviced by an engineer attached to the Divisional Supplies Department; the reprographic machinery is maintained by the suppliers, i.e., the commercial firms from whom it was bought; and the visual equipment and remaining audio-visual aids are attended to by one of the three Assistant Chief Technicians for the Division who has been given a special remit which includes educational technology hardware. Items which have to be repaired are collected and delivered by the Schools Technicians Service Van.

All the secondary schools have a VCR and most have two. Five primary schools have a VCR. The majority of the schools who have asked for equipment and have shown a need for it have been given what they requested. One VCR and various other pieces of hardware are available for borrowing from the Greenwood Teachers' Centre and, while few primary schools have a 16-mm sound projector which they own, all primaries have been grouped together on an area basis and each group shares a projector.

4. EDUCATIONAL RESOURCES SERVICE (Ayr 66922)

The Headquarters of this Service are housed within the County Buildings, Ayr. Based there are the Principal Educational Resources Librarian, the Senior Educational Resources Librarian and three Clerical Assistants. There are 12 qualified librarians and 13 library assistants within the secondary schools of which there remain but six without library staffing. Job Creation Scheme appointments have been made in the recent past within the Division and their work has taken them into the primary sector.

(1) Educational Resources Service Material

The Educational Resources Service receives an annual sum from the Education Department, part of which is for the purchase of resources, both book and non-book. The schools receive a *per capita* allowance for books and non-book material, and what they buy, they decide for themselves. However, it should be noted that all orders for book and non-book material are channelled through the Educational Resources Service at County Buildings, Ayr. This enables the staff there to maintain a central catalogue of what is held in every secondary school. This also, of course, simplifies ordering and relieves the School Librarians of the task of classifying and cataloguing their own material. (The primary schools are too numerous for a similar record to be kept of their holdings.)

Secondary Schools. In each of the secondaries there is a central library. Additions to the stock there are made by the School Librarian. The usual procedure is that every third week or so, the librarians visit the Educational Resources Library Headquarters where there is always new material on display from the commercial publishers. Lists detailing these new items are taken back by the librarians to their schools and to the subject experts concerned. It is these teachers who decide what should be bought. If they are in doubt, they can go into Ayr and see for themselves. There are available facilities for previewing all the various kinds of audio-visual software.

Primary Schools. All primary schools have libraries. In some of the schools these are divided into small class libraries whereas in the larger primaries there is a central library. During 1977/78, a group employed under the Job Creation Scheme visited a number of primaries gathering together stock from the class collections, collating it, and "organising" a school library.

Most of the material held by the Educational Resources Service is for primary schools. The reason for this is historical. Prior to 1975 there was no secondary stock available and although some has been bought since then, these purchases have been made at a time of financial stringency and, accordingly, not as much has been added as might have been wished. The secondary material which has been purchased has been chosen by the Principal Educational Resources Librarian with particular attention being paid to teachers' requests and recommendations from Advisers.

The Educational Resources Service material which is available to all schools can be grouped as follows:

(i) *Project Kits.* A large number of multi-media project kits is available to both primary and secondary schools. Most of the kits, however, are better suited to the junior classes for the reasons given earlier. These kits are assembled individually according to the instructions given by the teacher. They are not pre-packed. A booking system operates and, at the end of each session, a list goes to every school detailing the projects supplied in the previous year. Any school wishing to borrow then fills in a standard order form giving title, aims of the project, age group of children using it, if both book and non-book material is required, and whether the kit will be collected or has to be delivered.

Booking as early as possible is advised. The normal loan period is one term, but this can be extended if the items are not required elsewhere.

(ii) *Loan Stock.* There is a considerable stock of books, nearly all of it fiction, which is owned by the Educational Resources Service. Most of the items, however, are out on semi-permanent loan to the schools. This service, the aim of which is to supplement the schools' own collections, is available to everyone but more use, quite naturally, is made of it by the primaries. It is not common practice to recall this material and a school can usually keep these books as long as it wants.

(iii) *Exhibition Stock.* The Educational Resources Service regularly mounts exhibitions and displays in the Greenwood and Newton Centres. These are used not only to assist the school librarian but also to keep teachers aware of the latest publications, productions etc.

(iv) *General Requests.* Requests for specialist material, e.g., Sixth Year Studies items, are not unusual. To this end books can be borrowed from other libraries through the British Library Lending Division. The Service also has close links with the Mitchell Library in Glasgow and Craigie College of Education, Ayr.

(2) Catalogues

The only list which is distributed to schools by the Service is of project kits supplied in the previous year. It is sent out every May to each Head Teacher. The number of copies which each school receives is determined by the roll of the school. Order forms are sent along with this list.

(3) Order and Delivery

Teachers may call, telephone or write in with their requests. Schools are encouraged to order project kits as early as possible. The kits are normally distributed in the early weeks of the term and are collected in the final fortnight or so.

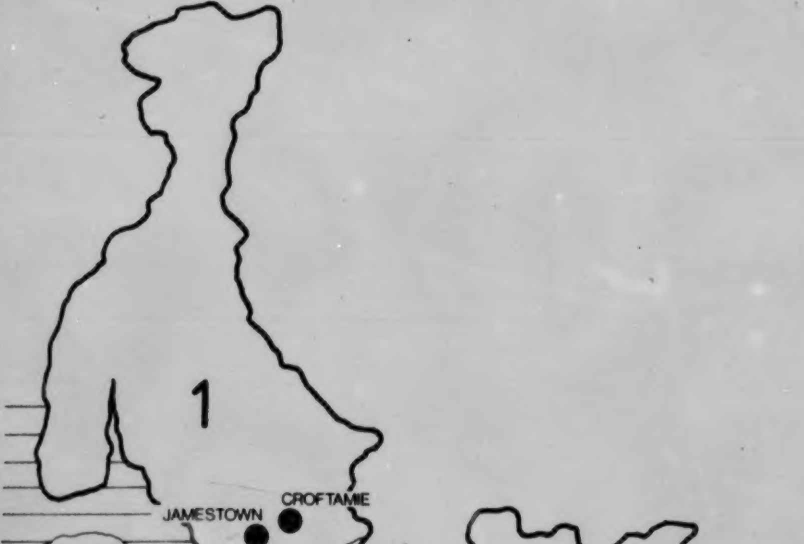
Most of the material is delivered by the Educational Resources Library van which is shared with the Technicians Service. However, teachers are exhorted to collect their requests personally.

Dunbarton Division

Dunbarton Division covers an area extending from Arrochar in the west to Cumbernauld in the east, i.e., it consists of the former Dunbartonshire, part of Lanarkshire (Bishopbriggs etc.) and part of Stirlingshire (Lennoxtown, Kilsyth etc.). It contains five Districts—Dumbarton, Clydebank, Bearsden and Milngavie, Strathkelvin, and Cumbernauld and Kilsyth. Today it has 125 primary schools and 25 secondary schools. The Divisional Education Offices are in the town of Dumbarton.

STRATHCLYDE REGION
DUNBARTON DIVISION
ADMINISTRATIVE AREAS

1 Dumbarton
2 Clydebank
3 Bearsden & Milngavie
4 Strathkelvin
5 Cumbernauld & Kilsyth


1
CROFTAMIE
JAMESTOWN
DUMBARTON
2
3
CLYDEBANK
4
KIRKINTILLOCH
CUMBERNAULD
5

1. TEACHERS' AND RESOURCES CENTRES

(1) Dunbarton Curriculum Development Centre (041-952 7877/8)

This Centre is in the main building of the former Miller Street School, Kilbowie Road, Clydebank. It was started at the time of ROSLA in 1971 to help teachers devise courses for early leavers. The plan then was that the teachers in the Division would say what courses they were devising and the Curriculum Development Adviser in charge of the Centre would arrange suitable back-up. Once the teachers had produced the packages they would be distributed to the secondary schools in the area.

However, for a variety of reasons, this strategy did not work. It was, therefore, decided that what was needed was a full-time curriculum development team to assist the local subject panels. In the County (i.e., prior to regionalisation) nearly all the subject areas had such panels and so the policy which was implemented was that a Team Member would be appointed who would be a subject specialist. He would be based at the Centre and sit on the subject panel which dealt with his teaching area. Together they would identify the places in the syllabus where teachers most needed help. The Team Member would then lay out a series of objectives and prepare a package to meet these specific aims. This would be discussed by the subject panel and the version to be piloted would be agreed. Eventually, the final article would be produced and made available for all schools. What the Team Member offered was time, specialised skills and access to a reprographics group who could produce high quality work.

The result was the appointment of Team Members in Art, Community Involvement, English, History, Home Economics, Modern Studies and Science; and packaged courses in all these subjects were prepared. However, since regionalisation, as people left, no replacements were sought and, consequently, the teams have been run down. The staff at the Centre at present is one Curriculum Development Adviser, one Team Member in History/Modern Studies (part-time), one Resources Officer (who acts as a librarian), one Graphic Artist, one Technician, three clerkesses/typists, and one canteen lady.

The Centre holds both software and hardware which can be borrowed by schools. The software includes packages produced by the Dunbarton Curriculum Development Centre itself and similar kits prepared by other British education authorities and commercial publishers. However, these items are almost exclusively in those subject areas which had Team Members. For example, there is little in Business Studies, Classics, Geography, Mathematics, and Music. It also must be noted that there is no primary school stock at the Centre. There is also a considerable amount of audio-visual material (video-cassettes, tape-slide presentations

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etc.). The list of hardware available is equally extensive and can be loaned to any Divisional schools for lengthy periods. Any teacher wishing to take advantage of this service contacts the Centre by letter or telephone.

The order system is as follows: every May a catalogue detailing all the holdings of the Centre is distributed, half a dozen copies to each secondary school. The primaries do not receive any copies although a small number is given to the Advisers in Primary Education. The catalogues contain order forms and it is recommended that these be returned as quickly as possible as a "first come, first served" principle applies. Then, in October, an additions list is circulated which also contains information about the material which has not been already booked for the remainder of the year.

A school ordering a package can expect to retain it for a term—longer if it is not in demand elsewhere. The Centre holds five copies of each package which normally provides material for six to ten-week spells. This means that the maximum number of schools which can use a package in one session is usually 15 (three terms and five schools per term). When a teacher submits a request, he is asked to state how many pupils are involved in order that the Centre may include the correct number of worksheets and information papers. These are run off on an *ad hoc* basis and the schools receive them free of charge, the bill being met by the Curriculum Development Centre. There is also a number of resources boxes available to provide material support, e.g., in the teaching of the "Alternative" History, Guidance, Home Economics.

Delivery of the packages and boxes is by post or personal visit from an Adviser or Team Member. In this connection it should be noted the Centre places great value in regular informal contacts with classroom teachers. Casual visits from members of the Curriculum Development team provide an ideal opportunity to pass on and pick up information.

(2) Jamestown Teachers' Centre (Alexandria 52919)

This Centre is in a room in Jamestown Primary School, Jamestown. Neither software nor hardware is available on loan as the Centre consists of one large room and is used solely for meetings. Facilities for viewing films, slides etc. are, however, available as are those for making coffee and tea.

(3) Kirkintilloch Resources Centre (041-776 5514)

This Centre is housed in two double huts in the playground of Oxgang Primary School, Kirkintilloch. It contains both software and hardware although the hardware is only available for previewing the items held there. The software, book and non-book material, has been provided by the Educational Resources Library at Dumbarton (see p. 135) under whose aegis the Centre operates. No stock has been provided by any of the Divisional Advisers.

The items held are suitable for both primary and secondary schools. There is considerable material available in Art, English Literature, Music, and Religious Education. Less is available in other subject areas particularly Geography, Mathematics and Science. (Science, however, is catered for in the Science Centre at Clydebank—see below.) There is also a teachers' reference library which houses a small collection of books on education, teaching practice and subjects of particular relevance to teachers. The Centre concentrates on serving the eastern sector of the Division although access is available to all teachers from the Division. It is open every weekday between 8.30 a.m. and 4.30 p.m.; and on Mondays and Wednesdays during term time there is a late opening until 6.00 p.m.

There is a permanent staff at the Centre and the loan period for any item is one month which can normally be extended. The Centre which was opened only in May 1977 is not being fully used. One of the reasons for this may be geographic but other factors must be involved. No catalogue or list of the holdings is sent to the schools and so news of the Centre's existence and details of what it holds are transmitted through circular letters and by personal visits from the Area Resources Librarian who is based at Kirkintilloch. In this connection it is noteworthy that those schools which use the facilities most are those with school librarians; and, if one teacher from a school visits the Centre and is successful in finding material, there is usually a considerable follow-up from that school.

(4) **Dunbarton Science Centre** (041-952 3229)

The Science Centre is in a building in the yard of the former Miller Street School, Kilbowie Road, Clydebank (i.e., it shares a "campus" with the Dunbarton Curriculum Development Centre). It was started in 1969 a few years after the introduction of the S.C.E. Alternative 'O' and 'H' grade Science syllabuses. The aim then was that the Centre would produce the special apparatus required for these courses. It would also undertake evaluative surveys of various makes and types of equipment as well as training technicians for the schools. Today, this original intention is maintained but a new responsibility has been added—the maintenance and repair of audio-visual equipment within the Division.

The Adviser in Science is responsible for the Centre and the staff there includes the Chief Technician and two General Technicians, one of whom is peripatetic and has special responsibility for the upkeep of language laboratories. The services which the Centre offers are varied:

(i) it accepts all repair work referred to it by the school technicians. If the work is of too complex a nature, it in turn passes it on to commercial firms;

(ii) the staff acts as a kind of "flying squad" for emergencies, e.g., chemical spillages, gas leaks;

(iii) the Centre houses a considerable amount of large, expensive equipment which is used mainly in Sixth Year Studies work in the Sciences. A list of the apparatus which can be borrowed and which includes an infra-red spectrophotometer is available. The list is circulated annually to the Principal Teachers in all Science Departments;

(iv) there are also available some software items, e.g., films, filmstrips, film loops, which relate to the Sciences and, again, a list goes every year to each Principal Teacher. No audio-visual hardware, however, is available on loan;

(v) the technicians at the Centre give training in the handling of audio-visual equipment to primary school staff on request;

(vi) dissection material which has been bought in bulk is available to Biology teachers.

Equipment requiring attention is brought in from the schools in the Technicians' van or by the local schools themselves, and is returned by the same methods.

(5) Pirniehall Residential Centre (Drymen 226)

This Centre, in the Dunbartonshire village of Croftamie, stands within its own grounds. It provides residential accommodation in attractive sylvan surroundings for in-service courses. It is used largely for such courses, day and residential, for teachers not just from Dunbarton Division but from all parts of Strathclyde Region.

The accommodation consists of two Lecture Theatres, two Seminar Rooms, a large Lounge, a Dining Room, study bedrooms for 50 people and kitchen facilities. Neither resources nor audio-visual equipment are held there, other than those which are used at meetings.

2. ADVISERS

The Division has Advisers in Art, Business Studies, Classics, English, Home Economics, Mathematics, Modern Languages, Music, Physical Education, Primary Education (2), Religious Education, Science and Technical Education. Most, although not all Advisers, have subject panels and some of these panels have (or have had) a Team Member (see p. 131).

Also, there have been subject panels in areas without Advisers. The Curriculum Development Centre's "Packaged Courses" catalogue shows that a great deal of published material has emanated from these groups.

3. EQUIPMENT IN SCHOOLS

Within the Division there are few, if any, schools which have resources centres. The main reason for this appears to be that the schools believe that such centres cannot be operated without full support from technicians (and librarians), support which at present is not available.

Today there are only three audio-visual technicians in the secondary schools. The explanation for this is historical. Of the three authorities which formed Dunbarton Division, two—Dunbartonshire and Stirlingshire—made no provision for audio-visual technicians. This policy has been continued since regionalisation. From the third authority, Lanarkshire, came four secondaries to be included in the new Dunbarton Division. In three of these four schools, an audio-visual technician was already part of the establishment; the fourth had no such appointment and no provision has been made as yet for such a post. Minor audio-visual repair work is done in the schools by the general technicians whose specific remit may be Science, Technical Education etc. All major maintenance is carried out by the Dunbarton Science Centre, details of which have been given earlier.

All the secondary schools have a VCR, some having more than one. No primary school has a VCR. There is no central video-recording unit for the Division and, accordingly, schools make their own internal arrangements for the taping of programmes. In general, schools buy their own audio-visual hardware from *per capita* or other school funds. The Division does put in some items, e.g., reprographics equipment, into schools but this only applies to the more expensive pieces of equipment. However, special requests from individual schools may be met from central funds or by Advisers if money is available.

4. EDUCATIONAL RESOURCES LIBRARY

The central establishment of the Educational Resources Library is at Levenford House, Dumbarton (Dumbarton 62597). The staff there includes the Principal Educational Resources Librarian, the Senior Educational Resources Librarian, one School Service Librarian, two Clerical Assistants, two Library Assistants/Typists and one Library Assistant/Driver. There is, however, also an Area Headquarters for the east of the Division at Kirkintilloch Resources Centre (see p. 132). Based there are one Area Resources Librarian, one School Service Librarian, one

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Resources Librarian, two Library Assistants/Typists and one Library Assistant/Driver. In addition to these members of staff, there are resources librarians in three of the Division's 25 secondary schools.

(1) Educational Resources Library Material

The Educational Resources Library is allocated an annual budget by the Education Department. Part of this is to cover what is spent on resources, book and non-book material, by the staff at Dumbarton and at Kirkintilloch. The schools, on the other hand, receive the usual *per capita* allowance and they make their own decisions as to what to buy. Their orders are submitted directly although they are limited by contract to one supplier. These orders are not processed through the Educational Resources Library nor are they catalogued there.

Secondary Schools. Library provision in the secondary school is reckoned to be the "black spot" in the Division. History, in part, gives the reason. In the mid-1960s, the Education Department of the former Dunbarton County Council decided not to appoint any school librarians. Accordingly, today, apart from the former Lanarkshire and Stirlingshire schools, Dunbarton has no professional librarians based in schools. Some of the school libraries, nevertheless, operate reasonably well with the assistance of library clerkesses; some function on a limited scale under the supervision of teachers; some are not functioning at all; and none could be described as resources libraries, although progress in this direction is now being made especially in those schools fortunate enough to have librarians.

In a few of the secondaries the Educational Resources Library is actively engaged in helping catalogue, classify and organise the items. Also large loan collections of books and audio-visual material have been supplied to 11 secondary schools. In some schools there exists a Resources Library Committee which decides on purchases. In the remainder, the choice of materials is the prerogative of the Head Teacher.

Primary Schools. Every primary school has at least a book corner and, more usually, a collection of both book and non-book material. It is up to the Head Teacher to decide the ways in which he wishes to use his *per capita* allowance.

The material held by the Educational Resources Library is available to all schools. The bulk of this stock is chosen by the Principal and Senior Educational Resources Librarians. The Area Headquarters at Kirkintilloch is allocated a proportion of the book fund for the purchase of books for the east of the Division. However, the Principal and Senior Educational Resources Librarians, in addition to being responsible for the buying of books for the west, are also responsible for the selection and acquisition of the Division's supply of books on teaching methods, adult non-fiction and all audio-visual material. This is for various reasons, e.g., the inexperience of the Kirkintilloch staff, and the need to establish a balanced stock for the Division as a whole. It is policy to order multiple copies of many of the popular titles for both primary and secondary classes.

It should be noted that the Educational Resources Library does not hold kits/packs prepared by Advisers and their working parties/subject panels, nor does it hold materials purchased by Advisers. This also applies to the packaged courses produced by the Divisional Curriculum Development Centre in Clydebank.

The Educational Resources Library material can be said to fall into several categories:

(i) *Project Kits* About 400 multi-media project kits, covering a wide range of topics, are available to primary schools. A reservation system operates and a list of all the kits is sent out every May to the schools. Applications are invited in June for each of the three terms of the following session preferably indicating a second choice as there is heavy use of this service (in the year 1978/1979 about 1000 kits were reserved). Suggestions for new kits are particularly welcomed.

Bookings, preferably by telephone, are made with the Area Resources Librarian at Kirkintilloch. Provided no other requests are made for a kit it is possible to extend the loan period.

(ii) *Loan Stock* By far the most fully developed part of the service is the provision of supplementary loan material to primary schools, most of which receive this stock from the Mobile Library Vans. Briefly, this operates on the basis that each van, carrying a stock of approximately 2500 books, including sections on teaching methods, remedial education and some audio-visual material, visits schools in turn and teachers are able to select stock for their classes with the help of the School Service Librarian and other trained staff. Two Mobile Library Vans are in use at present—one based at Dumbarton and the other at Kirkintilloch. Schools receive two visits at least in the session and approximately 50,000 books are normally on loan, giving a turnover of about 100,000.

The secondary schools keep the loan stock on a semi-permanent basis and with only a few secondaries is there the bi-annual changeover common to their primary counterparts. It is estimated that over 14,000 items (book and non-book material) from the Education Resources Library are housed within the secondaries.

(iii) *Other Requests.* Requests for specialised material (books, project material and audio-visual items) are taken at either base. This concerns mainly Sixth Year Studies material but any requests are looked into. This service is increasing rapidly within the Division.

(2) Catalogues

A list is kept of the project kits available to primary schools. It is sent out every May to each Head Teacher. The number of copies which each school receives varies according to the size of the school but it can be as many as half-a-dozen. Along with the list goes a request to the Head Teacher that the list be circulated.

There is no such printed compilation available for the Loan Stock nor for the remainder of the Educational Resources Library stock. The reason for this is lack of staff. At present, the post of Cataloguer is vacant and until that void is filled there is little hope of progress. However, the immediate aim is to produce subject lists and distribute these among the various departments in the secondaries. At the moment, detailed information of holdings—other than project kits—can only be given by word of mouth.

(3) Order and Delivery

Teachers generally may call in with their requests to either Dumbarton or Kirkintilloch. They may also telephone or write. However, requests for project kits *must* always go to Kirkintilloch as the whole operation of providing them is carried out from there. The work involved in obtaining suitable material, assembling, checking, re-assembling, delivering and collecting these kits at the beginning and end of each term is a mammoth undertaking and so it has been located in one building. As has been said, orders for the following year are invited in June and the kits are supplied in the first fortnight of the term and collected in the final fortnight of the same term. This is a task performed by the Mobile Library Van which also carries around the loan stock throughout the rest of the session.

With other requests delivery may be by: (a) the teacher calling and collecting; (b) the Mobile Library Van; (c) one of the Advisers; or (d) a librarian taking it out personally. If a request is in stock and not on loan it will be delivered within a day. If it's not in stock, the length of the delay will, of course, depend on the request and its availability.

(4) Addenda

(i) The Area Headquarters at Kirkintilloch has been the most important development since regionalisation. It was ready for occupation in May 1977 and by February 1978 had its complement of six members of staff in post. In December 1977, owing to accommodation difficulties at Levenford House, Dumbarton, it was decided that the whole of the project kits operation would be carried out at Kirkintilloch. It is also responsible for the library service in the east of the Division, i.e., Torrance, Lennoxtown, Bishopbriggs, Kirkintilloch, Lenzie, Cumbernauld and Kilsyth areas.

One room has been developed as a small resources centre; further details of this centre have been given in an earlier section. Since mid-April 1978, the Area Headquarters has remained open until 6.00 p.m. on Mondays and Wednesdays each week during term time to give teachers the opportunity to visit the centre after school hours. It is, of course, open every weekday between 8.30 a.m. and 4.30 p.m.

(ii) In addition to the normal services, from time to time, the Educational Resources Library staff gives story-hour sessions at infant and primary schools, organises competitions and gives talks to teachers, parents etc. Also, to promote the service and to assist teachers, particularly in schools without libraries or librarians, a series of displays and exhibitions of the resources available to them has been mounted in several schools.

(iii) Audio-visual hardware is kept in the Educational Resources Library, some at Dumbarton and the rest at Kirkintilloch. It is limited, consisting of two cassette/tape recorders, two radio-cassette recorders, two radios, two record players, eight slide projectors (with screen) and is used mainly for previewing material by the librarians and teachers who call. Very occasionally, some items have been loaned to schools but this is not a regular practice and schools are not notified of this facility.

(iv) Until the post of Cataloguer at Levenford House is filled, there will continue to be no master catalogue for the Dunbarton Division. The absence of such a central record causes problems. There are separate catalogues at Dunbarton and Kirkintilloch but neither has a list of what the other holds. Therefore, when a request is made in one place, a great deal of cross-checking has to go on before it is known if the Educational Resources Library holds the item.

Glasgow Division

Glasgow Division consists of the City of Glasgow District which is the area formerly administered by the Glasgow Corporation Education Department with the addition, at the time of regionalisation, of a handful of schools from Lanarkshire. An urban district, it is the most densely-populated of the Strathclyde divisions and it has more schools than any of the other regions discussed in this report—253 primary schools, and 57 secondary schools.

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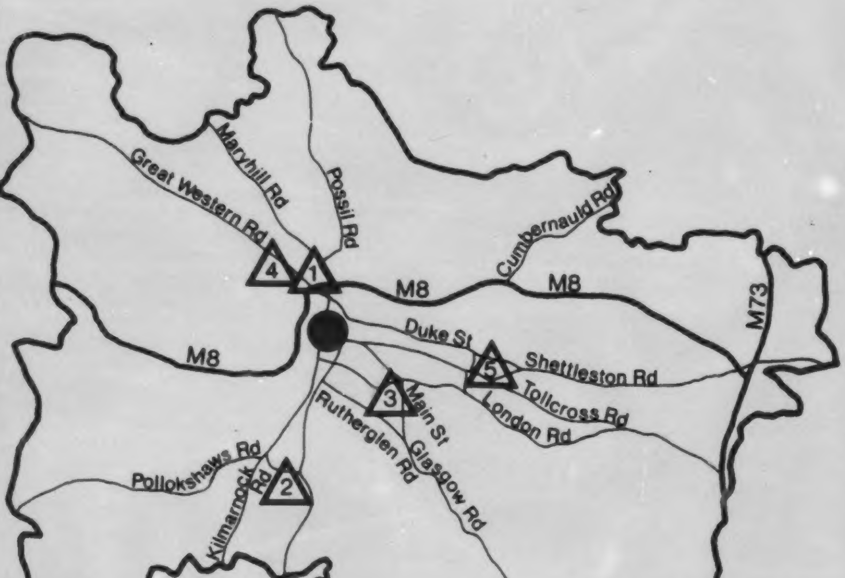
STRATHCLYDE REGION

GLASGOW DIVISION

ADMINISTRATIVE AREA
Glasgow City

1 DUNDAS VALE TEACHERS CENTRE
2 SOUTH AREA RESOURCES CENTRE
3 SOUTH-EAST AREA RESOURCES CENTRE
4 WOODLANDS TEACHERS CENTRE
5 DEPARTMENT OF AUDIO-VISUAL SERVICES


Maryhill Rd
Possil Rd
Great Western Rd
Cumbernauld Rd
4
1
M8
M8
M73
M8
Duke St
5
Shettleston Rd
3
Main St
Tollcross Rd
London Rd
Rutherglen Rd
Glasgow Rd
Pollokshaws Rd
Kilmarnock Rd
2
Glasgow Rd

1. TEACHERS' AND RESOURCES CENTRES

(1) Dundas Vale Teachers' Centre (041-332 6762)

This Centre in New City Road, Glasgow, was originally the home of Britain's first college for the training of teachers before becoming a primary school. In 1967 it opened its doors as a teachers' centre and has remained as such ever since.

Three buildings constitute the Centre—a main block and two annexes. Within the main block on the ground floor there are four offices for Centre Administration (Centre Organiser, Centre Office, Reception/Phones, and Janitors); a large Dining Area which can accommodate over 100 people; a sizeable Lounge/Meeting Room and a kitchen. There is also an office for the Adviser in Business Studies and Economics, and a Business Studies Curriculum Development and Resources Centre. On the upper floors there are three offices which are used by the five Advisers in Primary Education and their support and secretarial staff; seven meeting rooms suitable for a variety of groups numbering five to 100; a staffroom; three further offices and attics which are given over to Regional Computerized Timetabling staff and a "Museum of Education" Project. The permanent staff within this building includes an Organiser, Two Clerkesses, Two Auxiliaries, an Adviser in Business Studies and Economics and, within the Business Studies Centre, one Instructress and one Typist/Machine Operator; five Advisers in Primary Education, six Staff Tutors in Primary Education; one Secretary assigned to the Primary Education Advisers and two Auxiliaries; eight Timetablers and four "Museum of Education" staff; one Janitor, one Assistant Janitoress, five kitchen staff and five cleaners.

The Business Studies Curriculum Development and Resources Centre is equipped with a large variety of modern office machines. Schools are invited to send pupils studying Secretarial and Accounting to the Centre to receive instruction and demonstration of the equipment. There is also a display of books for reference purposes. Panel work is produced for distribution to all Glasgow teachers of Business Studies and Economics. A Regional Business Management Course is organised for three weeks in May/June. The course enables over 100 fifth and sixth-year pupils from Strathclyde Region to study and experience at first hand the role of management in industry and commerce.

Within the primary education sector the Staff Tutors are involved in the production of multi-media working packs for use in the schools. They prepare this material themselves for a variety of purposes: (i) to assist probationers in schools within deprived areas as selected by the Advisers in consultation with Head Teachers; (ii) to provide help with school-based in-service training and curriculum development in consultation with

Advisers, Head Teachers and Assistant Head Teachers; and (iii) to give follow-up assistance to teachers who have participated in in-service training courses organised either by the Division or by a college of education. It must be stressed that these work packs are not directly available to the classroom teacher. Requests for assistance for this support service must come initially from Head Teachers. The resources are never issued or loaned to schools in the normal manner. Instead a Staff Tutor will visit the school initially to assess the situation and consequently to give the classroom teacher aid and guidance. It is at this point that the specially-prepared work packs will be used. This service which is in constant demand is available to all primary schools. The Staff Tutor will usually call at the school within a week of the request for assistance.

The "Museum of Education" project operates under a STEP scheme and its objective is to gather and catalogue material used in the schools of yesteryear. It is intended to hold a series of exhibitions displaying these items within an historical thematic context later in the year.

The first annexe houses "Computer Centre One" which provides a service to schools in giving computer assistance in handling time-table information, examination marks, SCE results etc. It also provides back-up help to subject Advisers in the preparation of material and courses. Its purpose is therefore both administrative and educational. This building also contains a large conference hall suitable for 250 people. The second annexe provides a base for the Strathclyde Tutors in Remedial Education.

The Centre is open every weekday from 8.30 a.m. until 4.45 p.m. and on those nights when meetings are held it does not close until 9.30 p.m. It can also be opened on a Saturday morning by arrangement. It is clear from the above description that Dundas Vale serves a multitude of educational purposes—accommodation for Advisers, subject resources centres, back-up services and a meeting place for panels, working parties and in-service courses.

(2) Seamill Teachers' Centre (West Kilbride 2351)

This Centre at Glenbryde Road, Seamill, on the Ayrshire coast provides accommodation in an attractive setting for residential courses. First priority goes to in-service training courses for teachers in schools and colleges of further education in the Strathclyde Region. However, it is also possible to arrange courses for senior pupils from schools, students from colleges, and community education service personnel.

The accommodation comprises two Lecture Theatres, two Lounges, a Recreation Area, a Workroom/Laboratory, a Darkroom, residential provision for staff, and study bedrooms for fifty delegates. There is a collection of standard audio-visual equipment and a reprographics room.

(3) South Area Resource Centre (041-649 9105)

The South Area Resource Centre which was opened in October 1977 is situated in Grange Road, on the original site of Queen's Park Secondary School, beside Computer Centre Two. The Centre itself is based in one block of the former school and consists of a Primary School Resources Library, a Secondary School Resources Library, a Newspaper File-Cutting Service, a Committee Room, a Reprographics Room and an additional classroom which is used for meetings. The building contains other rooms, at present vacant, and there is, therefore, the possibility of expansion. The only full-time member of staff here is the Centre Librarian. The Centre is open from 9.00 a.m. to 4.45 p.m. on weekdays and at other times by arrangement.

The main aim of the Centre is to provide a back-up service for the teaching staff in the twelve secondary schools and the forty primary schools in its catchment area. The Centre is administered by a Management Committee which consists of nine representatives from the secondary schools, four Head Teachers from the primary schools, one Adviser in Primary Education, the Assistant Adviser in Art, the Principal Educational Resources Librarian and the Centre Librarian.

The services which the Centre offers are:

(i) *a loan collection of print and non-print material* which is available to all the schools. This stock consists of books, film strips, reading games, slides, story cassettes, tapes, wall charts etc. and covers the whole range of the curriculum, both primary and secondary. Also available to the primary teacher are project kits on specific topics which are compiled to order by the Centre Librarian from the 9000 books and 250 non-book items in the Primary School Resources Library. No pre-packed kits are available. In the Secondary School Resources Library the majority of material is Social Subjects orientated. However, an attempt is now being made to provide a more balanced selection of subject materials. There is also a certain amount of reserve holdings in Classics and the Social Subjects, i.e., multiple copies of books not currently being used by a school (which has loaned the material to the Centre). This also applies to ITV kits for use in primaries.

The Centre also has a whole range of percussion instruments which may be borrowed by schools. Further, there are certain items of audio-visual equipment which can be loaned to primaries which do not have such items of their own or to secondaries to replace equipment which is temporarily out of order.

A catalogue has been prepared of the Centre's secondary stock and it was distributed to all the schools early in 1978. It is intended to

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update this shortly. At present, a catalogue of the primary non-book items is being compiled. There is no delivery system from the Centre and teachers are, therefore, required to uplift items personally. However, in an emergency, the Centre Librarian will undertake delivery.

(ii) *facilities for curriculum development work.* Extensive reprographic equipment is available and working parties, consisting of subject teachers in the secondaries, are encouraged to meet in the Centre and avail themselves of such materials and equipment as are necessary for the production of kits, packages etc. However, there is no technician available and teachers are required to work the equipment themselves. Most, but not all, subject areas in the secondary school have such subject panels.

(iii) *accommodation for local in-service training*, both on a subject and inter-subject basis and also in general areas such as the use of machines and other teaching aids. Such projects are organised by the Management Committee at the request of school groups or pre-arranged as part of a yearly programme.

(iv) *a newspaper file-cutting service for schools.* This scheme which was started in February 1979 under the Youth Opportunities Programme is the responsibility of the Adviser in Modern Studies and employs a Supervisor and six Assistants. The basic idea is to provide a central information bank of cuttings using as many newspapers and journals as possible. Pupils and teachers from primary and secondary schools may come and borrow or photocopy the material held here. Originally, the plan was to restrict the holdings to Modern Studies material but the programme has been widened and now applies to all the secondary school subject areas and also "Centre of Interest" studies in the later stages of the primary schools.

(v) *a comprehensive range of publishers' catalogues* which are available for consultation by teachers.

(vi) *Art Exhibitions.* It is hoped that these will become regular events with the primary schools displaying work in April and the secondary schools in September. Such exhibitions have already been held and have proved very successful.

All materials, machinery and reprographics at the Centre have been designed to support teachers in the classroom, to reduce time spent in preparation and to enrich teaching by a "cross-fertilisation" of ideas from other teachers. A genuine attempt has been made to make the teaching situation less arduous by offering extra facilities and the chance to share teaching material on a scale which could not be provided in one school.

(4) South-East Area Resource Centre (041-556 7930)

This Resource Centre opened in 1975 is based within John Street Secondary School, 96 Main Street, Glasgow. It consists of one room which houses the resource centre stock, one room which is used for meetings and the use of the Reprographics Room which is shared with the school. The full-time staff are the Librarian and one Auxiliary and the Centre is open on weekdays from 8.30 a.m. to 12.30 p.m. and from 1.30 p.m. to 4.45 p.m. It also can be opened earlier in the morning, during lunch-time or in the evening provided prior arrangements are made.

The Centre serves the twelve secondary schools within its catchment area. Only occasional use of its facilities is made by primaries. As an Area Centre it has the back-up of Woodlands Teachers' Centre which is the Divisional Centre for Glasgow. The Centre fosters local interests and permits teachers to have a direct say in administration and decision-making. To this end, the Centre (in similar fashion to the South Area Resource Centre) is governed by a Board of Management which consists of one representative from each of the twelve schools, one Adviser, the Principal Educational Resources Librarian for Glasgow Division, the Centre Librarian and one of the Division's Education Officers. This group meets monthly and is responsible for determining policy.

The Centre houses both hardware and software items which are available on loan to the schools. The hardware stock includes all standard pieces of audio-visual equipment which are likely to be requested for use in the classroom. This service is generally used as a back-up when the school's own machinery breaks down. The software consists of audio and visual material, e.g., film strips, cassettes, records, wallcharts etc. There is also a collection of book material. These items cover the entire secondary curriculum range although there is little available in Guidance and Physical Education.

Every item in the Centre has been selected by teachers for teachers. Subject panels exist for every subject in each of the twelve secondaries. Each school has one representative on each of these panels. The normal practice is for the panels to meet under the chairmanship of a member of the Committee of Management to select the most useful items to store at the Centre. Duplication of stock in some subject areas has been avoided as a result of the Centre Librarian's work in compiling a list of the items owned by each school within individual subject areas. Consequently, the tendency is for the subject panels to purchase stock which will be used only on specific occasions and stock which is generally too expensive for one school to purchase on its own.

A catalogue is available detailing the Centre's holdings. It has been sent to all the Principal Teachers in the twelve secondaries, to all the Divisional Advisers, to Woodlands Teachers' Centre and to the South Area Resource

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Centre. It is quite clear from the teachers' response that this brochure is being seen and is being used by them. Any teacher wishing to borrow an item can write, telephone or call personally with the request. The school is responsible for collection and, quite often, one person from a school takes responsibility for this, e.g., an auxiliary or a teacher. The loan period is normally two weeks which may be extended if no other borrower requires the item. Should a teacher ask for an item which is not in stock, the Centre Librarian will get it, if possible, from Woodlands Teachers' Centre.

The Centre also develops and houses curriculum material initiated either within a school (but judged to be of wider interest) or by the area subject panels. These kits consist not simply of print material, e.g., worksheets, information pamphlets, but also of transparencies, cassettes etc. They are available on loan to any school as is the "bank" of examination questions stored at the Centre. The reprographics work for all the material is done at the Centre and should art assistance be necessary the Art Department of a local secondary school can be called upon to help.

Amongst the other services offered by the Centre are: (i) a touring exhibition which can be taken to the secondary schools to give those teachers who have not visited the Centre an idea of what is available; (ii) accommodation, not just for subject panels, but for small in-service groups and for meetings of the probationary teachers, newly attached to the local schools; (iii) reprographic work for individual schools—but only in special circumstances, e.g., if school equipment cannot handle the particular order.

(5) Woodlands Teachers' Centre (041-339 3108)

Woodlands Teachers' Centre which has been in operation since 1975 occupies the two buildings that made up the former Woodside Secondary School in Woodlands Road, Glasgow (two minutes' walk away from the University and ten minutes from Charing Cross).

The larger building contains three Divisional resources services as well as offering a variety of facilities to the classroom teacher. The three basic services are the Audio-Visual Unit, the Educational Resources Service and the Reprographics Department, details of all of which are given later. There is also a Music Room, two Art Rooms, and a Speech and Drama Studio complete with two dressing rooms. All of these provide specialist back-up in their own particular subject areas. For example, there is a full-time teacher of Art specialising in Pottery and an Art technician based at the Centre where frequent in-service courses are held. There is a part-time teacher of Drama who is responsible for the work of the groups of pupils who attend the classes there.

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On the ground floor of the Centre which also has these three specialist rooms there is a Reception Area and a Meeting Room which doubles as an area for viewing films and can accommodate up to 25 people. Also, on this level, there is an Exhibition Hall where frequent displays of books and of children's work are on show.

On the middle floor, there is a small canteen, two large Coffee Lounges, five Meeting Rooms (one of which can take groups of 60) and a room devoted to Special Education.

The smaller building at Woodlands is occupied by the Technical Subjects and Science Centres. Within these subject disciplines in-service courses take place, technician training is given and panel meetings are held. There are also frequent displays of apparatus and equipment.

(6) Department of Audio-Visual Services (041-554 6322)

The Department of Audio-Visual Services, hereinafter referred to as "AVS", provides a number of services to the primary and secondary schools within the Glasgow Division including: (i) repair and maintenance assistance; (ii) help with audio and visual taping and editing; (iii) in-service training; (iv) advice on purchases of audio-visual equipment.

The AVS repairs and maintains all the electronic and electro-mechanical aids currently in use in Glasgow schools. The audio-visual technicians in the schools act as the first repair unit and attend to first line servicing. However, once they encounter problems which are too great or will take too much time to resolve the item is referred to the AVS staff. Generally, equipment is repaired on the spot, i.e., in the school, and it is rare for an engineer from the AVS not to be in attendance within two days of being notified. However, should the hardware require lengthy scrutiny, it is removed to the AVS Headquarters by the engineer. For this purpose the Department has a fleet of ten radio-controlled vans which also are delivering items on a daily basis to schools. In an emergency a senior member of staff can be at any school within 15 minutes. It should be further noted that the AVS can assist in the production and/or modification of equipment to meet specific requirements.

AVS has a range of specialised equipment which complements the audio-visual production facilities at Woodlands (mentioned later). In particular it houses a two-camera colour unit and there are full dubbing and editing facilities for all video-formats. In-service training facilities for school audio-visual technicians are also provided.

All audio-visual equipment in the schools (the Department maintains a record of the items in each Glasgow school) is bought by the AVS which "bulk buys" and, therefore, receives considerable discounts. The AVS also unpacks, checks and assembles everything that is sent out to schools in order to ensure that all is in perfect working order. It also offers advice on purchases and provides a free loan service of all audio-visual items.

The staff at AVS, which is based in a former primary school in Westmuir Street, Glasgow, includes the Senior Supervisory Engineer, his Depute, seven Senior Engineers, Seven Engineers, Four Electrical Engineers, One Technician, Two Storemen, Two Drivers and Three Office Staff. The Department is open on weekdays from 9.00 a.m. until 5.00 p.m.

2. ADVISERS

Glasgow has Advisers in the following subject areas: Art, Business Studies, Classics, English (2), Geography, Guidance, History, Home Economics, Mathematics, Modern Languages, Modern Studies, Music, Nursery Education, Outdoor Education, Primary Education (4), Religious Education, Science, Special Education, Speech and Drama, and Technical Education. There are also Assistant Advisers in Art, Business Studies and Physical Education.

All the Advisers have, under their authority, working parties and subject panels which may include representatives of the Divisional Administration, Head Teachers, the Colleges of Education and Her Majesty's Inspectorate. The working parties which may number as many as a dozen within one specific subject area are normally concerned with examining a particular issue or problem. They all produce teaching materials for use in the classrooms. These may consist of audio-visual items and be in the form of a learning package or kit. However, this is not always so and the material which emanates from some of the groups may be booklets, e.g., "Guidelines to Teachers" containing advice and recommendations which enable teachers to formulate teaching policies for individual classes and pupils. All publications conform to general Divisional Guidelines.

Within Glasgow, items for use in the local schools are also prepared by Advisers, individual teachers or groups of teachers. The Boards of Management of the South Area and South-East Area Resource Centres can initiate the production of items, print or non-print. Similarly, the facilities of the Audio-Visual Unit based at Woodlands Teachers' Centre are available not only to Advisers and their working parties but also can be used by schools and teachers provided the material will be appropriate for use in more than just one classroom. Therefore, kits and packages produced may not be the consequence of work done by large study groups but may also be the efforts of a single teacher.

3. EQUIPMENT IN SCHOOLS

Glasgow has few secondary schools with resources centres but within the primary sector there are quite a number of schools with this kind of internal resources organisation. The Educational Resources Service holds regular in-service courses for Primary Head Teachers and Assistant Head Teachers on cataloguing and this, together with the active support and encouragement of the Primary Education Advisers, is given as the major reason for the increasing number of primary schools which have established resources centres.

All the schools in the Division have at least one colour television set. Divisional policy is that audio-visual equipment costing in excess of £80 is the responsibility of the Division: items below that figure have to be purchased by the schools from their *per capita* allowance. Every secondary school has at least one Philips VCR, again bought by the Authority. No primary school has a VCR although there is nothing to prevent a school getting one from its own funds or from its Parent-Teacher Association.

There are two centres equipped to make "off air" recordings—one is the Audio-Visual Unit at Woodlands (already mentioned) and the other is the Audio-Visual Services Department at Parkhead. Details of these and their recording policies are given later.

There is an establishment for 45 audio-visual technicians in the secondary schools, priority being given to those schools with learning laboratories although this figure does not provide 100% cover for schools with such laboratories. There is a regular turn-over in these posts so it is not possible to be precise about the number of audio-visual technicians in post but it is seldom that there are less than 40. Minor audio-visual repairs are handled by these technicians. They also have responsibility for first and second line maintenance, the storage and distribution of the hardware, the recording of broadcasts, the production of software etc. The Audio-Visual Services Department at Parkhead employs engineers for third line maintenance, i.e., serious repairs which cannot be attended to on the spot. This Department also looks after all the equipment in the primary schools. No outside agencies are employed for maintenance or repair work.

It must also be noted that in each of the Glasgow secondaries there is a teacher who works in a voluntary capacity as the school audio-visual organiser. This is a system established by the former Adviser in Audio-Visual Aids in 1973 to enable him to have a point of contact in every school. The school representatives working either with or without an audio-visual committee (again voluntary) do their best to co-ordinate the use of audio-visual resources and ensure the optimum utilisation of audio-visual equipment. They may also supervise the work of the audio-visual technician and ensure the orderly acquisition of raw audio-visual software. There used to be regular meetings of all the representatives but these have fallen into abeyance since the departure of the Audio-Visual Aids Adviser.

4. EDUCATIONAL RESOURCES SERVICE

The Headquarters of the Educational Resources Service are in Woodlands Teachers' Centre (041-339 3108). The Service also gives back-up support to the Area Resource Centres at Grange Road (South Area) and John Street (South-East Area), details of which are available elsewhere.

The library staff is as follows: the Principal Educational Resources Librarian, the Senior Educational Resources Librarian, one Resource Centre Librarian, two Library Assistants, two Auxiliaries and one part-time Clerkess/Typist. At the South Area Resource Centre there is a Resource Centre Librarian and at the South-East Area Resource Centre there is a Resource Centre Librarian and an Auxiliary.

Only six of the secondary schools in Glasgow have librarians. The reasons for this are partly historical. Four of these schools were in Lanarkshire prior to regionalisation, and had librarians who have continued in post. Of the two other schools, one (Holyrood) is the largest secondary in the Glasgow Division and the other (Whitehill) has new accommodation which includes a large purpose-built resources area and they have been given librarians. Otherwise, the policy of the former City of Glasgow not to have librarians has been maintained. The six school librarians meet fortnightly with the other members of the Educational Resources Service at Woodlands to discuss their work, seek advice etc. In addition, a resources centre for Special Education is being set up with appointments for a librarian and a clerkess/typist post.

Also, it should be noted that under the Government's Urban Aid Scheme two further library appointments of a three-year duration have recently been made. These two librarians have responsibility for the administration of the Community Libraries which have been established in two schools—St Vincent's Primary School, Carnwadric, and St Mungo's Academy. These libraries serve not only the schools' population but also other local socially identifiable groups, e.g., OAP clubs, playgroups. Approval has also been received under Urban Aid for the establishment of a resources centre for ethnic minorities with appointments for a librarian and two clerkess/typists. In Bellarmine Secondary School there is a Community Library/Environmental Project staffed by one Resource Librarian, one Clerkess/Typist and three Research Workers. One final point—a STEP scheme at present operates within the Division which allows for the employment of 41 people to help organise and maintain the libraries of a similar number of secondary schools. However, as yet, not all these posts have been filled.

(1) Educational Resources Service Material

Every primary and secondary school, of course, receives its normal *per capita* allowance, and the percentage of this allocation to be spent on the library rests with the individual Head Teacher. No central catalogue of schools' holdings is kept, individual schools attending to their own cataloguing, nor are orders from the schools channelled through the Educational Resources Service although, if a school wishes, ordering will be undertaken by the Service.

Secondary Schools. Every secondary school has a permanent library and it is usually purpose-built, i.e., it is not a converted classroom. In those schools with a librarian the selection and ordering of the new material is the task of the librarian. In the remaining schools, where library administration usually rests with an Assistant Head Teacher or the English Department, this duty may be performed by a variety of people. In those schools which have Library Committees it falls to them to make these decisions.

Primary Schools. Many of the primary schools have central libraries or resources centres. These are usually the responsibility of an Assistant Head Teacher who, together with the Head Teacher, will decide on new stock. Frequently, advice is sought from the Library Service.

The material for the Woodlands Resource Centre is selected by the Service staff in consultation with the Advisers who make suggestions about additions to stock. There are separate funds for the two area resource centres and an attempt is made to avoid duplication. Various types of material are available:

(i) *Project Kits.* These kits are compiled from the primary school collection which includes a large number of illustrations. The kits are made up to order and contain both book and non-book items. When the teacher requests a project kit on a set theme, note is taken of the age of the class concerned and the types of material preferred. From this information the kits are prepared. The loan period is normally one month but this can be extended to a term.

(ii) *Loan Stock.* This consists of 25,000 books and 22,000 non-book items which cover nearly all types of learning material. These are divided into the subject areas within the curriculum and are on display at Woodlands. Items can be borrowed for four weeks.

(iii) *Catalogues.* A comprehensive collection of publishers' catalogues and equipment catalogues is available for consultation as are the current prices of books and audio-visual material.

(iv) *Regional Publications.* A catalogue of all Regional publications which have been produced by Advisers and their working parties has been compiled. Copies of this material are available for reference purposes. There are multiple copies of most of Glasgow Division's publications which, therefore, permits borrowing. The loan period is four weeks.

(2) Catalogues

The only list available is a publication entitled *Resources for Modern Studies 1979*. It details all the book material held which is suitable for teachers and pupils involved in SCE work. A similar document detailing the Service's holdings in Home Economics is being compiled at the moment. It is hoped to prepare lists in all subject areas but a shortage of staff makes this a long-term goal.

(3) Order and Delivery.

There is no delivery system from Woodlands Teachers' Centre. Teachers collect items themselves. The Resource Centre is open during term time from Mondays to Thursdays from 8.30 a.m. until 7.00 p.m. and on Fridays until 5.00 p.m. During the school holidays the opening times, Monday to Friday, are from 8.30 a.m. until 4.45 p.m.

5. WOODLANDS AUDIO-VISUAL UNIT (041-339 3108)

This Unit which is housed in Woodlands Teachers' Centre is the main audio-visual production base for Glasgow. It provides five services to assist teachers in the production of resources material and the utilisation of all audio-visual aids. These can be summarised as follows:

(1) Information and Advice.

The Unit personnel, consisting of one Senior Technician, one Technician (seconded from a school), one Photographic Technician and one Graphic Artist who works *in* the Unit but is not *of* the Unit, handle any enquiries relating to the use of equipment and the production of software. Advice and training in the handling of hardware is also available.

(2) Studio Recording.

A small recording studio is available for use during and after school hours and a technician is on hand should help be required. In addition, the Unit has a full range of professional equipment for sound mixing, tape duplication and dubbing from records to tape.

(3) Radio and TV Recording.

During the school session all BBC educational radio broadcasts are recorded and banked. Schools can have copies of any broadcast made provided a tape or cassette is handed over in advance to replace that used by the Unit. Educational TV broadcasts are recorded by prior arrangement on the same condition.

(4) Photographic Services.

Colour slide films are processed at a nominal charge, and a certain amount of black and white/colour photography can be undertaken. The

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Photographic Technician is available to do this for schools during or outwith school hours. Colour slides can also be duplicated and slides can be made of illustrations. Cameras can be loaned for short periods.

(5) Graphic Artist.

Teachers are free to consult with the artist, but her main role is to service curricular working parties.

The Unit is open daily from 8.45 a.m. until 5.00 p.m. (it is closed for lunch from 12.30 p.m. to 1.30 p.m.) including school holidays but with the exception of the month of July.

6. WOODLANDS REPROGRAPHIC DEPARTMENT (041-339 3108)

This Department which is made up of one Machine Operator and two Auxiliaries is located in the basement of Woodlands Teachers' Centre. Its main purpose is as a support service for Advisers and their working parties whose material is produced here. However, it does offer a variety of services to schools, e.g., photocopying, platemaking, enlargements and reductions. It is open from Mondays to Fridays from 8.30 a.m. until 4.45 p.m.

Lanark Division

Lanark Division covers almost exactly the same geographic area as the former county of Lanarkshire and consists of the Districts of Monklands, Motherwell, Hamilton, East Kilbride, and Lanark. The Education Department which is based at the Regional Headquarters, Hamilton, "lost" seven secondary schools at the time of regionalisation—four to Glasgow Division and three (one of which was a four-year secondary) to Dunbarton Division. Today, Lanark Division has 221 primary schools and 36 secondaries.

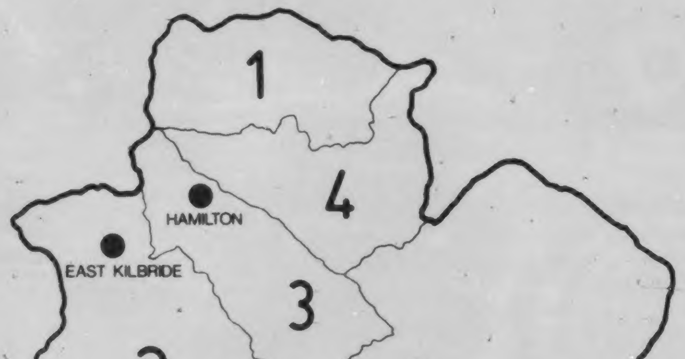
The Division is one of contrasts. It combines the urban and the rural, the industrial and the agricultural, with schools ranging from the 2000-pupil secondary to the one-teacher primary. In the north is the highly-populated belt of East Kilbride, Hamilton, Motherwell, Wishaw, Coatbridge and Airdrie. However, as one slips south along the garden valley of the Clyde, so the countryside changes—initially, to the country towns of Lanark and Biggar with their mills and markets and, then, to the small villages beyond nestling amongst the peaceful green hills which stretch down toward the border with England which, at one point, is little more than 30 miles off.

STRATHCLYDE REGION

LANARK DIVISION

ADMINISTRATIVE AREAS

1 Monklands
2 East Kilbride
3 Hamilton
4 Motherwell
5 Lanark


1
4
HAMILTON
EAST KILBRIDE
3
2
LANARK
BIGGAR
5

In terms of administration Lanark Division with one of the largest rural, as well as one of the largest urban, areas in Scotland, has special problems. With the majority of its inhabitants living in the north of the Division, there is for the Directorate the continual difficulty of providing a service that serves city needs and yet also meets the demands of the rural communities of the south.

1. TEACHERS' AND RESOURCES CENTRES

(1) **Bell Educational Resource Centre** (Hamilton 29926)

This Centre is on the 8th floor of the Bell College of Technology, Almada Street, Hamilton. It provides a lending service of teaching aids. The 30,000 items here consist of both book and non-book material and the Centre holds nearly all the audio-visual resources available to schools within the Division. It contains also a 16mm and video-cassette library. The central audio and video-recording unit for Lanark is based here (it will be moved to the Educational Resource Service Headquarters in Hamilton in June 1979); and frequent displays of audio-visual hardware and software are held within the Centre. It also has a teachers' reference library which is quite small.

It is open on Mondays and Wednesdays from 9.00 a.m. until 5.00 p.m.; on Tuesdays and Thursdays from 9.00 a.m. until 7.00 p.m.; and on Fridays from 9.00 a.m. until 4.30 p.m. Further details about the Bell Centre are given later in the section on the Educational Resource Service, of which the Centre is a part.

(2) **Orchard Educational Development Centre** (Hamilton 282020)

This Centre at 19 Auchingramont Road, Hamilton, has been in existence since 1973. It is, in effect, a base for in-service courses, working parties, subject panels etc., and also serves as the offices for the Divisional Advisers.

The Centre consists of three parts—the main building and two small annexes. In the main building there is, on the ground floor, a reading room which can accommodate 36 people, a conference room (capable of holding about 100), a coffee lounge and a kitchen. There are, within the foyer and the coffee lounge, small display areas which are used by Advisers and commercial publishers to exhibit print materials of interest to teachers. However, none of these resources may be borrowed, nor is there any hardware or software available here for the teacher. On the upper floor, there are two small committee rooms and offices for the Advisers in Art, Audio-Visual Aids, Business Studies, English, Geography, History, Home Economics, Mathematics, Modern Languages, Music, Physical Education, Science and Technical Subjects.

The first annexe which is in the grounds of 19 Auchingramont Road has two committee rooms and four study/work rooms. The second annexe, which is across the road in St. Mary's Primary School (Hamilton 284466), contains offices for the Advisers in Classics, Primary Education (4), Religious Education and Special Education.

The staff at the Centre is a Centre Organiser, two clerkesses/typists, a caretaker and a part-time tea lady; and at the St. Mary's Annexe, one clerkess and one receptionist/typist. The Centre is open during the week from 8.45 a.m. until 4.45 p.m. and in the evenings, according to bookings, from 7.30 p.m. until 9.30 p.m. It is worth noting that, although there are tea and coffee-making facilities, no food is made on the premises. However, on occasions and by arrangement, sandwich lunches and teas can be made available and there are always light refreshments.

2. ADVISERS

The Division has Advisers in Art, Audio-Visual Aids, Business Studies, Classics (shared with Ayr Division), English, Geography, History, Home Economics, Mathematics, Modern Languages, Music, Physical Education (2), Primary Education (4), Religious Education, Science, Special Education and Technical Subjects.

The main drive towards subject panels in Lanark has come from the Directorate who are represented on Divisional Development Committees by the Advisers. These committees were set up in 1968 and provided a major thrust in curriculum development work some time before the Advisory Service made its first appearance a few years later. For secondary schools, the Divisional Development Committeees are largely subject-based. However, for the primary schools, there are only four such committees and each one covers a particular geographic area of the Division and has a general remit as opposed to particular responsibility for one sector of the curriculum.

Although the Advisers sit on the appropriate Divisional Development Committees, the Chairman is always a Head Teacher. The remaining members are Assistant Head Teachers or Principal Teachers. Non-promoted staff do not serve on these committees, membership of which is by invitation from the Divisional Education Officer. However, one task of these committees is to identify areas of the syllabus which require investigation or illumination and to decide the methods by which this can best be done. This often involves the creation of small study panels or working parties which will include unpromoted teachers. From these groups may emanate material for use in the classroom.

It is also, of course, permissible for Advisers to establish their own subject panels which may produce kits, packages etc. for use by other teachers. This is particularly true of Social Subjects.

3. EQUIPMENT IN SCHOOLS

Within the Division there is a large number of schools, both primary and secondary, with resources centres. The main reason for this seems to be the enthusiasm of the staff of the Educational Resource Service who have encouraged and advised in the development of this particular kind of resources organisation. There appears to be little doubt that the successful establishment of the large number of resources centres is very much due to the large number of librarians in Lanark schools.

All secondary schools have at least two video-recording machines. Some of the primaries also have video-recording machines, these having been bought from their own funds. However, nearly all the primaries have television sets, some of which may be rented; those which have bought their own receivers will have been required to pay 25% of the cost with the remaining 75% coming from Educational Trust Funds. Today, more and more primaries are acquiring colour sets; and for these the school may receive from the Trust Funds 70% of the cost of a monochrome receiver, i.e., at present cost levels, a £100 grant towards the purchase of a colour television.

The central audio and video-recording unit, which is based at the Bell Centre (but which from the beginning of session 1979/1980 will be housed within the Educational Resource Service Headquarters at 4 Auchingramont Road, Hamilton), keeps audio-tapes of all Schools' Broadcasts. Video-tapes are also made of the most popular schools' programmes in order to provide a "back-up" service for those schools which "missed" a particular broadcast. The school simply telephones in with its request and, if it is available, a copy is sent out; if no copy is to hand, the school is asked to provide a blank tape for that purpose.

Within the Division, all secondary schools with a language laboratory (i.e., all but one of Lanark Division's secondaries) have each an establishment for one or two audio-visual technicians. However, not all these posts are filled and indeed, at present, only 24 of the 60 possible appointments have been made. These technicians do maintenance and repair work within the schools; and should any work prove too complex it is referred to commercial firms. Breakdowns in hardware in the primaries are contracted straight out to these commercial firms.

In the event of a shool being deprived of a piece of equipment by machine failure, a very limited amount of hardware is available on loan in an emergency from the Bell Centre or the Orchard Centre.

4. EDUCATIONAL RESOURCE SERVICE

The Headquarters of the Educational Resource Service is at 4 Auchingramont Road, Hamilton (Hamilton 284868). The Service also responsible for the administration and upkeep of the Bell Educational Resource Centre.

At Auchingramont Road the staff is as follows: the Principal Educational Resources Librarian, the Senior Educational Resources Librarian, a Cataloguer in charge of the Cataloguing and the Bibliography Department, a Chartered Librarian responsible for the Primary Schools Department, two Educational Resources Librarians, one Administrative Officer, six Library Assistants, five Clerkesses/Typists and three Drivers. At the Bell Educational Resource Centre, which is part of the Service, there is a Senior Librarian, a Chief Assistant Librarian, three Library Assistants, one Audio-Visual Technician, one Graphic Artist and one Junior Technician (a post, at present, which is vacant).

Within each of the 36 secondary schools in the Division there is a post for a Chartered Librarian but so far there are only 25 Chartered Librarians, the remaining 11 being Library Assistants. However, most of the Library Assistants are very experienced but as they leave they are being replaced by Chartered Librarians. Two of the secondaries also have a Clerical Assistant to help the School Librarian.

The Educational Resource Service relies heavily on close links with the schools. Every Wednesday morning there is a meeting at Auchingramont Road of all the librarians from the secondary schools in the course of which information about the Service, details about the latest book and non-book material published, advice etc. is relayed.

(1) Educational Resource Service Material

Every primary and secondary school receives its *per capita* allowance. However, Head Teachers are advised that a certain sum from that grant should be spent on school library stock, the figure for the primaries being £0.75p per pupil and for the secondaries £1.25p. It rarely happens that a school does not spend this amount in the recommended manner and there are plenty of schools which exceed the sum mentioned.

All orders from the schools are submitted through the Educational Resource Service. The Service catalogues and classifies centrally all the secondary school material, but it is not possible to do likewise with the primary school material which is simply too numerous. Centralised cataloguing is a great advantage in that it saves the school librarian's time; it provides consistency throughout the Service; and it makes possible, and easy, inter-borrowing amongst the secondary schools.

Secondary Schools. Every secondary school has a permanent library. In theory, the school librarians are responsible for library book requisitions, the selections taking into account the requests and recommendations from the teaching staff. In practice, however, many school librarians do almost all the selection themselves. Indeed there are many instances of librarians having to "pressure" the teachers to recommend material.

The Service has stressed that the best system is for a Library Committee consisting of teachers' representatives, the school librarian and the promoted member of staff responsible for the library to make these kind of decisions. However, as yet, not many schools have adopted this structure. It is argued that the advantage of a committee is that it mitigates against the possibility of one strong influence dominating the administration of the library, be it the librarian, a teacher or a subject department.

Primary Schools. Until recently few primaries had central libraries. Now, while there are still class collections in nearly all the schools, most also have a school library which has reference material which the Service supplied to the majority of primary schools in 1978. This central library is, more often than not, in an unused classroom and there has been an increasing movement, encouraged by the Educational Resource Service, to convert the library into a resources centre where both books and audio-visual software are held within an area that also has a work base.

The choice of stock, in a few of the primaries, is made by the person in charge of the library, but in most it is the responsibility of a group of teachers. There is always on display at Auchingramont Road a stock of the latest publications and often it is from there rather than from booksellers or commercial catalogues that the primaries make their choice.

The amount of stock held by the Educational Resource Service is vast—over 120,000 books and a considerable range of audio-visual items. The bulk of the items are chosen by the Service staff who are in direct touch with the teachers, the school librarians etc. Advisers do choose material, but this is nearly always for the Bell Educational Resource Centre. There are separate funds for the Educational Resource Service Headquarters and for the Bell Centre and most of what the latter holds has been bought on the recommendation of Advisers. Teachers may also put forward suggestions for this Centre but they are all vetted by the Subject Adviser concerned. Nearly all the holdings of the Bell Centre are commercially produced although there are a few packages/kits prepared by Divisional Advisers and nearby Colleges of Education.

There are various categories of material and differing types of service offered:

(i) *Study Topic Kits.* These are available to assist with project work. There are approximately 1000 kits, each kit containing about 50/60 books and possibly some audio-visual software. They are mainly for primary school use but SI and SII classes also make use of them. A list exists of all the kits that have been assembled and they can be borrowed for a term at a time, i.e., in June teachers select for August, in December for January etc.

(ii) *Project Kits.* These kits containing both book and non-book materials are prepared and tailored to meet individual requests. Borrowing arrangements are the same as for the study topic kits, except that the project kits are not pre-packed and, because they are assembled to order, often contain more audio-visual material.

(iii) *Supplementary Loan Stock.* This service, offered only to primary schools (as the secondaries have considerable holdings of their own), is aimed at supplementing the stock within each school. The Mobile Library Van calls at each school on average once per term and exchanges this material. The class teachers are able to browse and select what they wish the children to have, the exchange being on a one-for-one basis. This service is not as vital as it used to be for the simple reason that the bookstocks of the primaries have greatly improved in recent years.

(iv) *Audio-Visual Media.* A wide selection is available from the Bell Educational Resource Centre and on display in the Mobile Library Van. There are filmstrips, slide sets, audio-cassettes, cassette/slide and cassette/filmstrip units etc. Both primary and secondary items, covering all subjects areas, can be borrowed from the Centre or from the van for one term at a time.

(v) *Exhibition Stock.* There are always on display at the Headquarters the latest "in print" books suitable for school libraries and teachers. This service, which is particularly popular with the primaries, enables the teachers to preview material before deciding on purchase.

(vi) *Central Holdings* of various items are available for consultation, e.g., (a) bibliographical material to assist in book selection, (b) reference books to help with queries, (c) catalogues of library furniture and stationery, and (d) Library and Educational journals. These central holdings are quite extensive and this is, in part, explained by the fact that the Educational Resource Service fell heir to the old Lanarkshire County Library stock to which has been added specialist items too expensive for individual school libraries to purchase.

(vii) *A Display of Special Collections* is available, e.g., a good selection of Local History material, play sets, a collection of books for "reluctant" readers, a collection of books on Scotland, on World War One, and on World War Two.

(viii) *16mm Film Library.* A collection of 520 16mm films is held at the Bell Educational Resource Centre. Teachers' notes are issued with many of the films. The loan period is one week and, as this service is very popular, teachers are requested, when ordering, to give alternative dates for showing.

(ix) *Video-Cassette Library.* The Bell Centre also houses a library of 174 video-cassettes. Most of these are suitable for secondary schools alone and cover the whole subject range. The loan period is normally one week which may be extended if the cassette is not required elsewhere.

(x) *Recordings of Radio and TV Broadcasts.* Schools' Broadcasts on radio and TV are taped by the audio-visual technician at the Bell Educational Resource Centre if requested. To obtain a recording, schools are asked to provide a blank cassette.

(xi) *Special Requests.* Special requests, not just for Sixth Year Studies books but for anything of a general educational nature, are handled by the staff at Headquarters. If the item is not held by the Service, it is borrowed from the British Lending Library or, if considered desirable, is purchased.

(2) Catalogues

Printed catalogues or lists exist of almost all the Educational Resource Service's holdings. These are sent to a variety of people within the schools, details of which are given below. However, in the secondaries, the school librarians receive copies of every list. The reason for this is that the librarians are used as the local disseminators of information and they act as the first link in the contact chain between the teacher and the Service.

Printed lists are:

(i) a *List of Study Topic Kits.* The kits in this list are divided into two age groups. Those for Infants take into account their limited reading ability; the standard kits have a selection of books and software of interest to 8 to 12 year olds. Several copies of the list, which is updated every two/three years, are sent to the Head Teacher of every primary school.

(ii) A *Mobile Library Exhibition List.* There is a list of recently published books currently on view in the School Mobile Exhibition Van. The purpose of this list is to provide detailed information, e.g., publisher and price, on books already viewed by teachers in the Exhibition Van. This can prove helpful to teachers when making up their school library requisition. One copy is sent to the Head Teacher of every primary school.

(iii) A list of *Recent Publications Suitable for Primary School Libraries.* This list which details books recently published contains a reading and interest age codification devised by the Children's Book Group of the Publishers' Association. A book can have only one reading ability classification but it may have up to three interest age codes. The aim of this list is to aid teachers in choosing material suitable for the various age groups in the primary school. One copy of the list which was issued in October 1977 has gone to the Head Teacher of every primary school.

(iv) A *List of Play Sets.* This catalogue issued in 1976 is intended as a selection guide to the Play Set Collection of the Educational Resource Service. A play set normally consists of one copy of the play for each member of the cast and one for the producer. In the case of plays with a large cast the number of copies provided is limited to the number of principal characters. Two copies of the list have been sent to each secondary school—one for the Principal Teacher of English and the other for the School Librarian.

(v) A *Recreational Reading for Remedial Classes* catalogue prepared in February 1977 has been sent to every Remedial Reading Teacher. The aim of the list is to provide teachers engaged in remedial work with a comprehensive survey of recreational reading material suitable for their pupils. Details are given of the series, publishers, price, reading age and interest age.

A list is also available detailing the *Contents of Remedial Kits* held by the Educational Resource Service. There are 18 such kits which contain about 70 books apiece.

(vi) A *Weekly List* is issued by the Service detailing recently published books suitable for school libraries and items that have been added to the stock in the Bell Educational Resource Centre. The list goes to all secondary teachers who have indicated that they wish to receive it and distribution is done via the School Librarian.

(vii) A *Video-Cassette Catalogue* was issued in December 1978 and detailed all the cassettes held at the Bell Centre. It did not include details of every video-cassette of BBC and ITV Schools' Broadcasts taped there but listed all those which it had been decided to retain plus those commercially produced and those made by Colleges of Education, the Schools Council etc. Two copies of the catalogue were sent via the librarians to every secondary school.

(viii) A *16mm Film Library Catalogue* detailing what is available at the Bell Centre has been issued. The revised edition which came out in May 1977 has been circulated amongst all schools, the number of copies distributed depending on the size of the school.

(ix) A document entitled *Maps of Lanarkshire: A Checklist of the Educational Resource Service Holdings* was issued in October 1976. It gives details of all the Ordnance Survey maps available to schools for reference at Auchingramont Road. Two copies of the list went to every secondary school—one for the Principal Teacher of Geography and the other for the School Librarian.

(x) Some *Subject Lists* of the holdings of the Bell Educational Resource Centre are available. Of the items housed there separate catalogues have so far been prepared for Art, Business Studies, Classics, Contemporary Society, English, Geography, History, Home Economics, Modern Languages, Music, Physical Education, Religious Education and Science. Two copies of each of these printouts have gone to every secondary school—one to the Principal Teacher of the subject concerned and the other to the School Librarian.

(3) Order and Delivery

Great emphasis is placed within the Educational Resource Service on the reliability and speed of the excellent delivery system which has been established there.

Teachers may telephone, write or call in with their requests. The Service has one Mobile Library Van, which is used almost entirely for the delivery of the supplementary loan stock, and two delivery vans. The latter work on a strict timetable which ensures that they visit each secondary school at least once a week and are able to call on the primaries as required. The maximum length of time from order to delivery—provided the material is available at Headquarters or at the Bell Centre—is one week.

Other methods of distribution include:

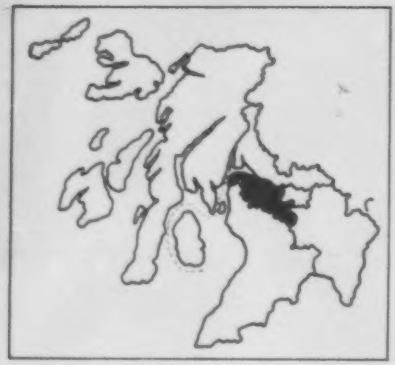
(a) personal collection by janitors; and

(b) delivery by the school librarians who uplift the material after their weekly meeting on Wednesday morning.

Renfrew Division

The Renfrew Division is the former Renfrewshire which "disappeared" at the time of regionalisation in 1975 when three Districts were created—Eastwood, Renfrew, and Inverclyde. To the south and west of Glasgow it is largely an urban area with the administrative headquarters in Paisley. Bordered on one side by the River Clyde it includes the shipyard communities of Port Glasgow and Greenock and the car town of Linwood. Today the Division has 114 primary schools and 33 secondary schools.

164

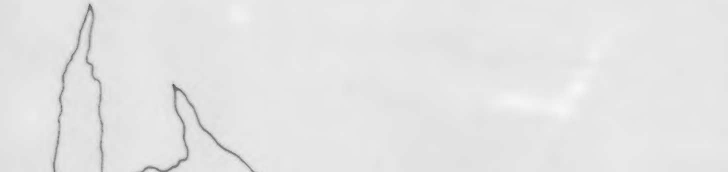


STRATHCLYDE REGION

RENFREW DIVISION

ADMINISTRATIVE AREAS

1 Renfrew
2 Inverclyde
3 Eastwood


GREENOCK
2
LINWOOD
PAISLEY
1
3

1. TEACHERS' AND RESOURCES CENTRES

(1) The Robertson Centre (041-887 3726)

The Robertson Centre which was opened in 1973 is situated at 16 Glasgow Road, Paisley, only five minutes walk from Paisley Station. It occupies the buildings formerly used to house the Education Offices for Renfrewshire and bears the surname of a former chairman of the County's Education Committee.

The staff consists of the Centre Supervisor, one Administrative Assistant (who is responsible for the organisation of the Division's in-service courses, both at the Robertson Centre and at Glenpark Teachers' Centre, Greenock), one Van Driver, one Receptionist, two Typists and various ancillary staff (for kitchen, janitorial and cleaning duties as well as the part-time evening help). In addition, there are, of course, the various members of the departments detailed below. The Centre is open during term time from 9.00 a.m. until 9.00 p.m. on Mondays to Thursdays and from 9.00 a.m. till 5.00 p.m. on Fridays.

The Centre has four main functions: (i) to provide facilities for formal and informal meetings of teachers; (ii) to serve as a focal point for in-service training within the Division by offering accommodation for courses, as a base for the distribution of information concerning local, regional, and national courses, and as a centre for the provision of details of in-service training grants; (iii) to aid curriculum improvement in schools by providing ready access to information on local and national developments; and (iv) to supply resources for reference and for loan to schools within the Division.

The Centre is organised into departments as follows:

(i) *Resource Library.* It has over 15,000 volumes and a wide range of non-book materials including films, records, tapes, filmstrips, slides, maps, charts etc. and many commercially produced multi-media kits. The majority of the material is of secondary school level, but the library does provide a project service to primary schools whereby teachers may telephone and request a kit on a particular subject. This is then made up to include not only books, but also any appropriate audio-visual material. Kits on topics which are repeatedly asked for are kept assembled on a permanent basis. The loan period for these is one term.

The stock within the library has been placed there by the Advisers, whose allocation grants are in part to support this service, and by the Librarian, who receives a sum from the Education Resource Service to purchase items that are likely to be, or have proved to be, in demand. A catalogue of the Resource Library's holdings has been published and it is revised every other year. Two copies are sent to each primary school (one for the Head Teacher and the other for the School Office) and four copies go to each secondary school (one for the Head Teacher, one for the School Librarian and two for general circulation).

Teachers may order items personally or by telephone or in writing. The normal loan periods are three weeks short-term loan and two months extended loan, and no restriction is put on the number of issues made at any one time or to any one person. Delivery is by the Robertson Centre van which has a regular route, although occasional use is made of Advisers and the postal service.

The Resource Library is open from Mondays to Thursdays from 9.00 a.m. to 8.30 p.m. and on Fridays from 9.00 a.m. to 5.00 p.m. During the holidays it is open from Mondays to Fridays from 9.00 a.m. to 5.00 p.m. It does not close during lunchtime. The staff consists of one Librarian and three part-time Clerical Assistants.

(ii) *Audio-Visual Aids Department.* This unit stocks hardware which is available on a fortnight's loan to schools to supplement the equipment already available there. These items include 16mm projectors, tape recorders, radios, cameras etc. The Centre also offers a repair service for school audio-visual machinery; and, while the equipment is being attended to, a temporary replacement is provided. Within the department are two Audio-Visual Technicians.

(iii) *Media Resource Department.* A Media Resource Officer, whose work is monitored by the Education Officer responsible for the Centre, produces material as specified by Advisers and working parties for kits and learning packages. This includes graphics, films, slides, charts etc. His services are not available to individual teachers.

(iv) *Reprographics Department.* This section reproduces printed and illustrative material for in-service courses, working parties and Advisers. Spirit, ink and scanned stencils can be made for teachers for duplication in school. Within the Department there is one Operator with auxiliary assistance.

Apart from the departments mentioned above the Centre also contains a Board Room (which can accommodate 200 people); a Lecture Room (which can hold 50 people); three Meeting Rooms (for study groups of between 10 and 20 teachers); two Practical Rooms (used for in-service courses involving practical work, e.g., Art, Home Economics); a Committee Room, a Dining Room, a Lounge and various offices. Lunch and tea can served at the Centre provided numbers are indicated beforehand. Coffee and light snacks are always available.

(2) Glenpark Teachers' Centre (Greenock 23809/26406)

This Centre at 48 Forsyth Street, Greenock, was opened in 1968 and serves the western part of Renfrew Division. Within the Centre there is a Resource Library, an Audio-Visual Aids Department, a Reprographics Department, a Video-Recording Unit and accommodation for in-service courses. The staff at the Centre consists of a Supervisor , a Technician, a Librarian, two part-time Clerical Assistants, an Auxiliary, a part-time Typist and ancillary staff. Glenpark is open from 9.00 a.m. until 9.00 p.m., Mondays to Thursdays, and on Fridays from 9.00 a.m. to 5.00 p.m.

(i) *Resource Library.* This is a slightly smaller version of its counterpart at the Robertson Centre and contains most of the items held at Paisley. The reason for this duplication is that an Adviser buying an item for the Robertson Centre would automatically order the same for Greenock since the two Centres serve different areas.

The stock within the Library has been placed there by the Advisers, whose allocation grants are in part to support this service, and by the Librarian who receives a sum from the Education Resource Service to purchase items that are likely to be, or have proved to be, in demand. A catalogue of most of the holdings at the Centre is available and it is revised every year. The project service to schools which exists at the Robertson Centre is similarly available from here, the only major difference being that Glenpark does not hold the 40 or so 16mm films which are at Paisley.

Catalogues are sent out annually listing the stock and the television recordings which will be made in the coming year. Three catalogues go to each school (one to the School Technician and two to the School Librarian—one for loan and one for reference). Additional catalogues are sent to teachers who are known to use the Centre frequently and to anyone who requests a copy. It is worth noting that since the catalogues were addressed to the librarian rather than to the Head Teacher (a practice started in 1976) there has been an increase in the number of loans. The loan period varies according to the item borrowed but is normally one week.

(ii) *Audio-Visual Aids Department.* This Department offers a large collection of hardware items to replace equipment in schools which has broken down. These items may be borrowed free of charge for periods of up to 14 days. Extensions to the loan time may be granted provided the item is not required elsewhere. The equipment is normally booked in advance and delivered to the school. It is not standard practice, because of the expensive nature of these items, to issue them "over the counter". However, in an emergency, this may be done.

(iii) *Reprographics Department.* A small Department exists to produce material for schools, in-service courses, Advisers, and, on occasions, for students on teaching practice. Masters can be prepared; copying can be done and overhead transparencies can be produced but only rarely will material be duplicated.

(iv) *Video Lending Library/Recording Unit.* Video-recording for both Renfrew and Argyll and Bute Divisions is done solely at Glenpark. Every year in May a letter goes out to all Headteachers and Principal Teachers. This letter asks them which schools broadcasts in the coming year they wish to have video-taped. If two or more schools request a specific programme, then it is recorded.

Only five primary schools in Renfrew Division have their own VCRs and they also can borrow recordings from Glenpark. However, the Centre only records for these primaries in special circumstances. Further details of this arrangement are given in the section dealing with Argyll and Bute Division. The money for the video-tapes comes from three sources—(i) from the Advisers; (ii) from Argyll and Bute Division (see p. 119); and (iii) from Glenpark's own allocation as part of the Renfrew Division budget.

The replies to the May letter asking for teachers' requests are studied in early June in order that a catalogue can be prepared for August and also to review the financial situation. It is not possible, solely for monetary reasons, to acccpt late requests unless the teacher or the Adviser supplies the video-tape. The ordering system is simple—the school calls, telephones or writes in. The main problem, however, is that the subject teachers work their way through the 'O' and 'H' Grade syllabuses at much the same pace and, accordingly, everyone wants the same tape at the same time. The solution has been to keep two, maybe even three, copies. The loan period to the schools is one week.

Audio-recordings are also made at Glenpark but only requests from Advisers are handled. There is no direct dealing with teachers although it is possible that the teachers may have gone initially to the Advisers.

Addenda

Glenpark is in frequent use as a base for in-service courses, working parties etc. Coffee and tea-making facilities are available and lunches can be served to those attending day-long meetings.

It should be noted that all items requested from Glenpark are delivered by the van driver who is based at the Centre and who follows a weekly route. This ensures regular collections and has increased the reliability of the system which in turn has resulted in greater teacher use.

2. ADVISERS

The Division has Advisers in Art and Design, Business Studies, Classics, English, Home Economics (2), Mathematics, Modern Languages, Music (2), Physical Education (2), Primary Education (4), Religious Education, Science, Social Subjects (2), Special Education, and Technical Education (2). All the Advisers are based at Paisley but several of them—Business Studies, English, Home Economics, Modern Languages, Science, Social Subjects, and Technical Education—have contractual responsibility for the adjacent Division of Argyll and Bute in addition to their Renfrew remit.

All the Secondary Advisers organise curricular groups consisting of teachers from the Division's schools. These groups may be subject panels of a semi-permanent nature or be *ad hoc* groups studying specific problems identified by the Advisers.

3. EQUIPMENT IN SCHOOLS

Renfrew Division is unusual within Strathclyde Region in that it has "school technicians" as opposed to technicians with specific area responsibilities, e.g. in Science, Technical Education. Minor audio-visual repair work is carried out in the schools by these technicians of whom there are 100 in the secondary schools.

Items requiring greater attention are serviced and maintained by the two engineers in the Audio-Visual Aids Department at the Robertson Centre, to where any audio-visual equipment from primary schools needing maintenance is also sent. Should the repair prove to be exceptionally difficult, or very lengthy, a commercial firm will be used.

All schools have colour television receivers which, in the case of primary schools are rented, the repairs being done by the rental firm and the hire fee being met by the Division and not by the schools. All the secondaries have at least one VCR. Certain primary schools utilise the central video-recording unit for the Division at Glenpark Teachers' Centre. In general, audio-visual hardware is placed in the schools by the Education Authority and is only occasionally purchased by individual schools from their own funds. As previously mentioned, the Audio-Visual Aids Department at the Robertson Centre has equipment which is available on a fortnight's loan to schools to supplement items already available or to serve as temporary replacements in the event of break-downs.

4. EDUCATION RESOURCE SERVICE

The central establishment of the Education Resource Service is in a former primary school at Kilnside Road, Paisley (041-887 8702). It is at the rear of the Robertson Centre, which is in Glasgow Road, Paisley. The Service is also responsible for the administration and upkeep of the resource libraries within the Robertson Centre and the Glenpark Teachers' Centre.

The staff includes the Principal Educational Resources Librarian, the Senior Educational Resources Librarian, a Cataloguer, two Educational Resources Librarians, five Library Assistants and four Junior Assistants. At the Robertson Centre there are one Librarian and three part-time Clerical Assistants while at Glenpark there are one Librarian and two part-time Clerical Assistants. Within the 33 secondary schools in Renfrew Division there are 16 Librarians and 18 Library Assistants or Auxiliaries. The policy of the former County of Renfrewshire was that each six-year secondary school should have a chartered librarian and, today, this practice has been extended to all secondary schools so that, as a library auxiliary leaves, a chartered librarian is employed as a replacement.

(1) Education Resource Service Material

The Education Resource Service receives an annual grant from the Divisional Education Department. From this sum the staff at Kilnside Road purchases additions to the central stock. The majority of the items are most suited to the primary schools and an attempt is made to buy at least one copy of each new book published which is aimed at the primary market. Multiple copies are purchased when the need arises.

Secondary Schools. Each secondary school has a permanent library with at least 5000 books in stock. Additions to the holdings are made in a variety of ways. In some cases the school librarian chooses the new items. In others, this task is the responsibility of a Library Committee. In other schools, the librarian allocates a cash sum to each subject department which then makes its own selection. In a few of the secondaries where the library is the responsibility of a library auxiliary and not a chartered librarian, the choice is made by one or two teachers who usually have been given specific responsibility for the library. Advisers may be consulted for guidance on school library purchases.

Stock is bought by money allocated to each school on a *per capita* basis by the Education Resource Service. This ensures an annual update of stock within each school. It is, of course, permissible for schools to add to this sum from their own *per capita* grant or from school funds and this happens regularly in some of the secondaries. It should also be noted that the schools receive a separate grant for audio-visual software which is usually sub-divided amongst the various departments.

A central catalogue of all holdings within the secondary sector exists for items bought since regionalisation. However, no central record of what the schools held prior to 1975 is available. It is not mandatory for all orders to be channelled through the Service but this is usually done as it saves the individual school librarian the task of cataloguing and classifying each item.

Primary Schools. Books can be bought by the primary schools: (i) by use of their own *per capita* grant; or (ii) by requesting the Service to purchase books on their behalf; or (iii) if the school is new, by receiving an allocation of 500 books from the Service.

The choice of this material can be made by the staff in the primary school itself with or without advice. However, in the case of the book grant to a new school, the selection of the items is always in the hands of the Education Resource Service. This is for purely administrative reasons, the stock having to be purchased well in advance of the teaching appointments.

Most schools order via the Service and this has to be done if the school wishes the additions to be catalogued and classified. There is, in fact, little independent ordering done by primary schools, all of which have a central library and/or a provision located in resources or dining areas. However, nearly all the classes also have libraries of their own.

The Education Resource Service stock at Kilnside Road falls into two main categories:

(i) *Exchange Collection Material.* These books gathered from the pool stock are sent to every primary school class in order to give them fiction reading material. The books which normally number 50 per class are chosen by staff at Kilnside Road and are exchanged once every 18 months.

(ii) *Request Service.* Sixth Year Studies stock is available and if any request cannot be met from the Service's own holdings either the item is bought or it is borrowed via the British Library Lending Division.

(2) Catalogues

No list of catalogues of the above material is circulated amongst the schools.

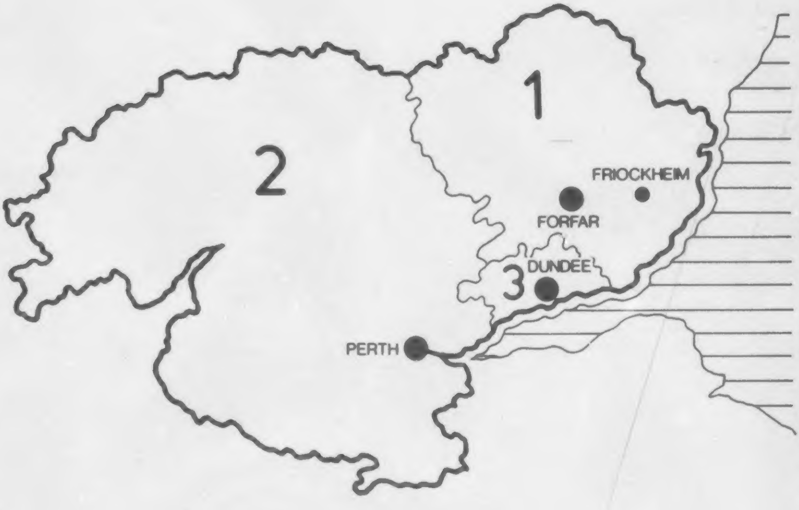
(3) Order and Delivery

Teachers may call, telephone or write in with their orders which are delivered by the Education Resource Service Van which is used full-time by the Service.

TAYSIDE REGION

ADMINISTRATIVE AREAS

1 Angus
2 Perth &Kinross
3 Dundee City


1
2
3
FRIOCKHEIM
FORFAR
DUNDEE
PERTH

Tayside Region

Tayside Region consists of the former counties of Angus and Kinross, the City of Dundee and most of Perthshire. It is arguably the most varied and most beautiful of the Scottish regions combining, as it does, a coastal eastern boundary, which runs along the shores of the North Sea and is dotted with small holiday resorts and scenic fishing villages, with the industrial city life of Dundee and the lush farmlands, gentle glens and rushing streams of the county of Perth. The schools reflect this picture, sometimes a small, one-teacher establishment being little more than a dozen miles from a large, urban, six-year comprehensive. Today, within Tayside, there are 214 primary schools and 32 secondary schools. The Regional Headquarters are in Dundee, although for the purposes of educational administration there are three Divisions (which correspond to the three Districts within the Region)—Angus with its centre the town of Forfar, Dundee, and Perth and Kinross which has Perth as its base. The Regional population is 402,000.

1. TEACHERS' AND RESOURCES CENTRES

(1) Angus Music Centre (Forfar 64413)

This Centre which started in 1973 serves the Angus Division and is in a converted primary school in Montrose Road, Forfar. It is the base for the Divisional Adviser in Music and the permanent staff there includes a full-time Secretary and a part-time Library Assistant. The building itself contains two offices, a Library, a Concert Room/Rehearsal Hall capable of accommodating an audience of two hundred people, two Practice/Rehearsal Rooms, an Instrument Store and a small kitchen. Its functions are varied—a resources base for Music, a centre for in-service courses, an interview area for teaching posts, and a community centre for groups outwith education.

The resources held here and available for the teacher include music reference books, sets of textbooks, classroom activity books, sheet music (choral, band, orchestral etc.) and a record library with approximately 300 records. These items which have been gathered together over the years from the Music Adviser's budget allocation can be borrowed for any length of time provided they are not required elsewhere. The teacher simply enters in a book what has been taken, when it was taken and, also, the date the items are returned. No instruments are held centrally for borrowing, although a record is kept of all the instruments presently in use in Angus schools, i.e., what it is, where it is and who is using it. The library also has a small display area with copies of recent publications, journals etc.

Catalogues exist of almost all the holdings. A *List of Orchestral Music* appeared in February 1974; a *List of Choral Music* in November 1974; and a *List of School Music Books* in April 1975. These have all been updated when necessary rather than annually and a copy of each catalogue has been sent to every school in the Angus Division—to Head Teachers in the case of the primaries and to the Music Department in every secondary.

The Centre is open during weekdays from 9.00 a.m. to 5.00 p.m. at which time the office shuts. However, on most evenings, especially in the winter and spring terms, it is used by various County Youth Ensembles, e.g., Brass Band, Choir. The kitchen allows for coffee and tea-making but no lunches are served here.

(2) Angus Teachers' Centre (Friockheim 275)

This Centre in Eastgate, Friockheim, serves the 64 primary schools and eight secondary schools in the Angus Division of the Tayside Region. It is housed in a former primary school and was opened as a Teachers' Centre in 1974. Friockheim, the village, has the advantage of being little more than a half-hour's car journey from anywhere in the Division; however, it has the disadvantage of being on no one's doorstep and having a very poor bus service.

The Teachers' Centre has a staff of six—the Divisional Advisers in Art, Primary Education and Secondary Education, one Technician and two Secretaries. There is a main building and three huts/annexes. In the central unit there is an Advisers' Office, an Interview Room, a Staffroom, a Library Display Room and a large Display Area which can also be used as a Meeting Room for up to 70 people; in one of the huts there is the School Library Service Unit and a Language Centre; in another the Art Adviser's Office, a Dark Room and an Art Workshop; and in the third annexe an Audio-Visual Workshop, an Audio-Visual Store, a Craft Workshop and two further stores.

The Centre is used for in-service courses organised by the Advisers and the Region. However, it also contains a number of resources which can be referred to and sometimes borrowed by teachers. The Library Display Room holds a selection of many of the recently published text books for primary schools and also a selection of materials of interest to secondaries. It is not intended to be a lending library for most of the material either has been loaned on a semi-permanent basis to the Centre by publishers, or has been purchased, advantage having been taken of a 50% discount offered provided the item is put on display at a teachers' centre. However, it is possible for Head Teachers to take stock away for inspection for two or three weeks to enable them to consult staff with a view to future purchase. Moreover, the Display Area usually contains units which hold a variety of educational periodicals which have been bought by the Advisers and which can be borrowed if required.

It is the Language Centre, however, which has the greatest amount of material for use in the primary school and this has been assembled by the Adviser in Primary Education.

This material includes:

(i) Reading stock. These books, reading schemes, reading games etc. are not available on loan but, as with the items in the Library Display Room, indicate what can be bought;

(ii) A pool of remedial resources which are used mainly by the peripatetic remedial teachers but are available to anyone. No list of these holdings is available and anyone wishing to borrow records in a book what has been taken, and when, and also the date when it is returned;

(iii) Novels for study-reading available on loan to the senior classes of the rural primaries. There are 80 titles available and schools may have as many as ten copies. These can be borrowed for up to a term at a time. A list of all these books has gone to the rural primary schools (which outnumber their burgh counterparts two to one) and it is regularly updated;

(iv) A teachers' reference library of several hundred books on the theory and the practice of teaching etc. These can be borrowed by anyone interested and a list of all these books was sent to every primary school;

(v) Around 50/60 published kits, e.g., SRA Laboratories, Listening Laboratories, Writing Skills Kits, all commercially produced and all available on a term's loan. Lists of these kits are distributed annually to the primaries. This also applies to certain resources for Environmental Studies and Mathematics;

(vi) Listening and Reading Kits consisting of cassettes and books for Infant classes or Remedial groups. There are 30 such packages which help the children not just with reading but with the handling of equipment. The loan period for these items varies according to the needs of the school;

(vii) Project Kits. A number of published learning packages and kits assembled by groups of teachers are available on a variety of topics. All primary schools within the Division have received a copy of the list detailing the subject titles;

(viii) Two sets of seven boxes of Graded Reading Material which have been assembled by the Adviser in Primary Education and which are suitable for Infant classes. The books in each box (there are approximately 80 books in each box) have been graded and have been given a colour-coding indicating the reading age required of the child. All the boxes contain books of the same level of reading difficulty and so, if the box is changed (which happens twice a year), the child is not inconvenienced in any way as the same colour-coding applies. This service which has been operating since 1975 is provided for 14 of the smaller rural schools. Delivery of these items is done either by the Adviser or the District Library Service which is used by the School Library Service.

Within the Centre there is also a small amount of audio-visual equipment which is looked after by the Technician and which can be used as replacement stock for schools which find themselves without a particular item because of a breakdown. The Technician is responsible for repair work in the schools in the Angus Division. Should this first-line servicing be unsuccessful, then the equipment is sent either to the Tayside Resources Unit in Dundee or to a local commercial firm. The Technician also video-records schools' broadcasts on request. The audio-visual stock for the Youth and Community Department is based here also.

The Teachers' Centre is open on weekdays from 9.00 a.m. to 5.00 p.m. and, at other times, by arrangement with the Advisers. Coffee and tea-making facilities are available but lunch for those attending in-service courses is served at the local primary school which is five minutes' walk away.

(3) Dundee Music Centre (Dundee 26713)

This Centre, which is in a converted church in West Bell Street, Dundee, was started in 1969 and serves Dundee Division. It is a base for the Divisional Adviser in Music but the only member of staff permanently there is the Instrument Repairer. The building itself has, on the upper floor, a Concert Hall (capable of seating 350 people), an Artistes' Room and a store. Downstairs there is an office for the Adviser, four small Practice/Teaching Rooms (which are used for instrumental tuition), in addition to a Library, a Repair Workshop, an Instrument Store and a large Rehearsal Room.

The library contains music reference books and sheet music. The latter is for bands, choirs, ensembles, orchestras etc., and there are single and multiple copies of parts and scores. It is hoped that in the near future a small display area with copies of recent publications, periodicals etc., will be established. A list of these holdings has been distributed to the Principal Teachers of Music in the secondary schools. Instruments held at

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the Centre are not available for schools to borrow; they are for use by students who attend the Centre. It should be noted that the Tayside Resources Unit has a large collection of tapes, cassettes, and records, and of choral and orchestral music.

The Music Centre's functions are varied—it provides a base for instrumental tuition, a meeting place for in-service courses, a centre for the various youth ensembles, orchestras etc., and a concert hall for groups outwith education. It is open during weekdays from 9.00 a.m. to 5.30 p.m. but the main periods of activity are in the late afternoons when the school children arrive for lessons and practice. It is also used in the evenings by the Chamber Music Society, local choirs etc. On Saturdays until mid-day there are band and orchestra rehearsals for the various groups of school pupils from Dundee. There are no facilities on the premises for light snacks or lunches.

(4) Hawkhill Primary Resources Centre (Dundee 68821)

This Resources Centre, which serves the primary schools in the Dundee Division, was established in Hawkhill Primary School, Hawkhill, Dundee, in 1973 having been moved there from its previous location, an annexe of Lawside Academy, where it had been started in 1967 (this transfer took place because the secondary school urgently required additional accommodation).

The teacher in charge who is the only full-time member of staff is responsible for the cataloguing and classification of the materials held there but is also able, on occasion, to assist with the cataloguing of books held within primary schools in the Division. The Centre itself consists of one room where the resources are kept and two rooms used for storage purposes, one holding Mathematics materials and the other holding Environmental Studies items. Neither hardware nor reprographics equipment are kept at Hawkhill. The building is open during school hours with a late opening until 5.00 p.m. on Wednesday evenings.

The resources available include:

(i) Books and commercially prepared learning packages, e.g., reading schemes, SRA laboratories, Mathematics materials. These have been purchased by the Advisers in Primary Education from their own money allocation and consist almost entirely of print material;

(ii) teachers' reference books particularly suited to primary school teachers, e.g., books on the education of slow-learning children, on the organisation of primary schools;

(iii) project material, e.g., books, pictures, posters, wall charts, which can be assembled on request at the Centre;

(iv) displays of new publications, i.e., pupil books which can be purchased at half-price provided they are for display at a teachers' centre or items which are available on semi-permanent free loan.

The normal loan period for all the resources is one term, but this can be extended if the item is not in demand elsewhere. The usual method of delivery is personal collection or, on occasion, the Primary Education Advisers or the teacher in charge may take out the request to the school concerned. News of the Centre has recently been given in the Education Department's *Weekly Bulletin* and a catalogue of holdings has just been completed which will be sent to all the primaries within the Dundee Division.

(5) Programmed Learning Unit (Dundee 68823)

This Unit which is based within a room at Ancrum Road School, Dundee, was started at Hawkhill Primary School in 1971 before moving to its present premises two years later. It is staffed by the Head Teacher of Ancrum Road School who is in charge of the Unit and by an Assistant who works there on a part-time basis.

The function of the Unit is to provide an advisory service for teachers and students-in-training who are involved both in initiating change through curriculum development and also in the production of structured learning material. Its general aim is to facilitate the implementation of educational technology through the provision of in-service courses and lectures, workshop facilities and a software editing and overseeing service.

Accordingly, the Unit has brought together many of the basic components involved in the use and production of structured learning materials in schools. The resources which are available fall, broadly, into a number of areas:

(i) textbooks on the theory of learning which cover all aspects of learning with particular emphasis on individualised instruction;

(ii) programmed text books;

(iii) multi-media learning packages and kits, including tapes, slides, records, film strips etc.;

(iv) a large selection of catalogues providing source information identifying publishers, producers and suppliers;

(v) feedback material which takes the form of test results from programmed materials used in Dundee schools and from structured learning packages produced by local teachers and including pupil output;

(vi) Bingley Tutor Teaching Machines with appropriate software in the shape of scrolls;

(vii) a Stillitron Teaching Learning Device with complementary teaching textbooks;

(viii) a selection of current literature covering all aspects of educational technology, e.g., research findings, teacher reports, national courses, organisations.

All these items which have been placed there by the Head Teacher responsible for the Unit may be borrowed. There is no standard loan period although the usual limit is six weeks. However, visitors to the Unit are encouraged not to think of it as a quasi-library but rather as a collection of ideas and materials designed to stimulate and provoke teachers into preparing a package or a kit of their own. To this end it is a great advantage that the Unit is based in a school which is not only strongly committed to but also is successful in the use and preparation of its own materials. However, it must be noted that the finance for the preparation of kits comes not from central funds but from the *per capita* allowance of individual schools. Therefore, any teacher intending to make use of the facilities at Ancrum Road would have to be working in a school whose Head Teacher was enthusiastic about structured learning and was prepared to back that enthusiasm with cash.

The Unit is open during school hours and at other times, by arrangement. It has produced a catalogue which in 1975 was sent to all Head Teachers. However, more recent details relating to it are given in the *Weekly Bulletin.*

(6) Tayside Resources Unit — Education (Dundee 69371/67358)

This Unit at Seymour Lodge, 259 Perth Road, Dundee, combines a Teachers' Centre, a Resources Centre and a Curriculum Development Centre. As such it serves Tayside Region and not simply the Dundee Division. Its basic functions are: (i) to provide a meeting place for teachers, whether the purpose of these meetings be strictly educational or not; (ii) to provide a base for working parties, subject panels etc. involved in curriculum development work of some kind; (iii) to give support in terms of resources, equipment, reprography etc. to those in education; and (iv) generally to act as a service organisation for teachers.

On the ground floor is the General Office (Reception), a Meeting Lounge, a Lecture Room which can accommodate forty people, a Reprographics Room, an Audio-Video Recording Room, an Audio-Visual Hardware Maintenence Room, a Despatch Room, two Storage/Work Rooms, a Kitchen and the main Software Resources Area. The upper floors contain a Board Room, a Small Meeting Room, the Adviser in Educational

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Technology's Office and three Work Rooms. All meeting rooms can be equipped with any required media hardware. The staff consists of the Adviser in Educational Technology, five Technicians, a "Girl Friday", a Driver and three part-time Resources Assistants. In addition, the Divisional Adviser in Art and the Regional Adviser in Science each have one Technician based here. The Divisional Adviser in Home Economics also has a base here.

There are a variety of services offered by the Adviser in Educational Technology and his staff at Seymour Lodge:

(i) *A Resources Centre* consisting of over 18,000 items. These include films, film strips, video-cassettes etc. Every subject area within the primary and secondary curriculum is covered and the Modern Languages and Social Subjects shelves are particularly well-stocked. There is, however, a shortage of print material for primary schools, as there is not enough space to display any further holdings. There is a large collection of audio-visual software suitable for primaries and they are heavy users of this material. This stock is selected and purchased by the Advisers from their own cash allocations. However, the Adviser in Educational Technology also has a separate budget for the resources centre and this he uses to buy items which are in demand.

(ii) *A Hardware Loan System.* This exists for schools who may not have a particular piece of equipment or whose equipment has broken down. The Unit keeps quite a large hardware bank which includes all the standard items, as well as expensive specialist items.

(iii) *A Central Audio and Video-Recording Unit.* All the secondaries are encouraged to record "instant use" Schools Broadcast TV programmes. However, if an Adviser or at least two schools request a programme to be recorded then this is done. These recordings are kept at the Unit for the legal three-year limit. Only a few primaries have VCRs but they too can make use of the Unit's facilities. On the audio-side, it is expected that all schools will do their own recordings. However, Tayside Resource Unit records all the Schools' Broadcasts and keeps these for one term on a rotational basis. It, therefore, provides a back-up service for schools which, for one reason or another, were unable to do their own recording.

(iv) *A Reprographics Unit* exists to produce material which has been prepared by working parties etc. This facility is also available to schools. This Unit also serves the Regional Education Office for certain tasks.

(v) *A Maintenance Unit.* This group maintains, repairs etc. existing hardware within the schools. It also purchases and prepares new audio-visual equipment for use in the schools.

(vi) *Purchases.* In conjunction with the Regional Purchasing and Accounts Section, audio-visual hardware and software is bulk purchased. Educational establishments direct requisitions through the Regional Purchasing Officer to the Tayside Resources Unit.

(vii) *Advice and Evaluation* to schools intending to purchase any piece of audio-visual equipment is also available.

A catalogue exists giving all the Unit's holdings, both software and hardware. It is extremely detailed and if compounded into one volume would contain over four hundred pages. The catalogue is divided into Primary and Secondary/Further Education Sections, the latter being subdivided into subject sections. The sections are sent to the appropriate establishments, the Directorate, the Adviserate etc. A Video-Library Advance is also sent to schools for the Broadcast year early in September. Additions lists are published every year when possible and are sent to all these schools.

Schools are asked to make any request on special order forms for items which they wish to borrow from the Unit. The loan period for most material is two weeks. The requests can be made as much as twelve months in advance but orders for the following school year are not accepted until April. Because of the nature of this booking system, telephone requests are not encouraged.

Delivery methods vary. For the Dundee Division, there is a van delivery system which operates daily. Elsewhere a van delivers orders to the secondary schools or to central points and it is the task of other schools to make arrangements to pick up their materials from there. This obviously creates problems for the rural primaries. Personal collection of orders from the Unit is also possible and the recommended day for this is Tuesday. Only occasional use is made of Post Office facilities.

Seymour Lodge is open during weekdays from 9.00 a.m. until noon and from 1.15 p.m. until 5.00 p.m. There is a late opening on Tuesdays from 6.00 p.m. to 9.00 p.m.

(7) Teachers' Resources Centre, Perth (Perth 22579)

This Centre, which came into being in the autumn of 1975, is situated at 1 Rose Terrace, Perth. It serves all the schools in the Perth and Kinross Division and contains both book and non-book teaching material as well as a range of audio-visual equipment, all of which may be borrowed by teachers. There is also available a reprographics unit, an audio and video-recording service and a library. Servicing and repair of most items of audio-visual and reprographic equipment held in the Division's schools can be carried out at the Centre.

The software which is available on loan consists mainly of filmstrips, film loops, cassettes, learning packages etc. However, it must be noted that no films are kept here. A *Filmstrip Catalogue* of the Centre's holdings which is updated annually is sent to all schools in the Division. Teachers are encouraged, for administrative reasons, to request material a term ahead but this policy is flexible. Should a school make a request for an item which is out on loan, it will be sent out as soon as possible.

The Bookroom contains a large collection of books, project kits, wallcharts and other educational aids, all of which are available for loan to teachers. A *Bookroom Catalogue*, also updated annually, is sent to all the Division's schools. The catalogues of nearly all education publishers and equipment suppliers are held, along with an extensive list of audio-visual and educational technology catalogues. In addition there is a stock of educational reference books provided by the District Library together with a wide range of HMSO publications including reports, surveys and curriculum bulletins for primary and secondary schools.

Video-recording of educational programmes is done at the Centre on request from a school. Also, all BBC Schools Radio programmes are recorded here, the tapes being retained for two weeks before being wiped. Schools may have copies made on their own tapes or cassettes. All Radiovision programmes are recorded separately and are held for the permitted three-year period during which they are available for loan along with the relevant filmstrip. The reprographic facilities (photocopier, electronic stencil cutter, ink and spirit duplicators, dyeline printer) are available to individual teachers and schools which pay simply for the cost of the materials used either in cash or set against the *per capita* allowance of the school.

The delivery methods vary. Sometimes, the item may be collected by the teacher. The Perth schools, however, send their janitors to the Centre to collect what has been ordered. The material for rural schools, on the other hand, is sent by post. There is no van delivery.

The Centre is staffed by the Head, a Secretary and a Technician. It opens daily at 8.45 a.m. and closes at 5.00 p.m. on Mondays, Wednesdays and Fridays, and at 6.00 p.m. on Tuesdays and Thursdays.

2. ADVISERS

The Region has the following Advisers: a Principal Adviser, Advisers in Business Studies, Educational Technology, English, Further and Community Education, Mathematics, Modern Languages, a Senior Advisers in Primary Education, Advisers in Religious Education, Science, Social Subjects and Technical Education. Angus has the following Divisional Advisers: Art and Design, Music, Primary Education and

Secondary Education; Dundee Division's Advisers are: Art and Design, Home Economics, Music, Primary Education (2) and Physical Education; and Perth and Kinross has Advisers in Art and Design, Home Economics, Music, Primary Education (2) and Physical Education.

Nearly all the Advisers have subject panels, some of which are standing committees and others which have an *ad hoc* remit. Many of them are involved in the production of material for use by the teacher in the classroom and this is particularly true of the groups in the Business Studies, Mathematics and Social Subjects areas.

3. EQUIPMENT IN SCHOOLS

Within the Region there are few schools with resources centres. A major reason given for this is the relatively small number of librarians in the schools. Also, the Adviser in Educational Technology is of the opinion that resources centres within the schools are desirable, but probably not viable, within the current financial situation and, therefore, it is up to the central service units to provide speedy and efficient support.

All the secondary schools have at least one VCR. As yet, only a few primaries have such machines and these have been bought from their own funds. All the primary schools have television sets, mostly colour (over 90%). Although the Region has a policy of putting colour sets into all primaries, it is possible that not all the receivers there have been bought by the Education Department. Some schools have used their own funds to make their own purchases. There is a central audio and video-recording unit for Tayside at Seymour Lodge, details of which have been given in an earlier section.

Within the schools there are no technicians with a remit solely for audio-visual maintenance. However, all except two of the secondaries have "School Technicians", some of whom may be skilled in repair work. Should any work prove too complex for individual schools, it is referred to the Maintenance Unit at the Tayside Resources Unit which, in turn, can decide to call upon local commercial firms for assistance. These firms, which have been designated by the Directorate as "recommended contractors", are scattered throughout the Region, something which is vital to the small rural primaries who can call upon them for immediate help rather than referring to Seymour Lodge.

In the event of a breakdown or a school requiring a particular piece of equipment, a limited stock of hardware is available on loan from Angus Teachers' Centre, the Tayside Resources Unit in Dundee or the Teachers' Resources Centre, Perth.

4. SCHOOL LIBRARY SERVICE

Tayside Region does not have a School Library Service which is under the direct control of the Education Department. At the time of regionalisation the decision was taken that the three District Libraries, i.e., Angus, Dundee, and Perth and Kinross, should provide a library service to the schools in their areas on an agency basis. Each of the three Districts receives from the Education Department an annual sum of money with which to provide this service. They function virtually independently of one another and, as can be seen, the service differs from one division to the next.

(a) Angus District

The headquarters of the District Library for Angus are in the County Buildings, Forfar (Forfar 65101). However, a small School Library Service Unit has been established and is based at the Angus Teachers' Centre, Friockheim (Friockheim 275). There is neither a Schools Librarian nor a Children's Librarian. Two of the District Library staff (the Depute Director of Libraries and Museums, and the Bibliographical Services Librarian) supervise the work of the School Library Service Unit which has two library assistants at Friockheim. Four of the District's eight secondary schools each have a library assistant.

(1) *School Library Service Unit Material*

From the allocation money given by the Region's Education Department, the Bibliographical Services Librarian chooses the stock for the Unit on the basis of past use and of apparent need. No Advisers or other bodies put material into the Unit. The schools all receive the usual *per capita* allowance, some of which can be spent on library books and software. However, there is no Regionally recommended figure or percentage indicating how much should be spent by each school on its library stock. It is also, of course, permissible for any school to use money from its school fund to purchase books etc. All school orders are submitted directly although they are limited by Regional contract to one supplier (N.B., this does not apply to the School Library Service Unit). These orders do not go via the District Library and there is, therefore, no central catalogue of all the schools' holdings.

Each of the secondary schools has a permanent library. In the four secondaries without a library assistant, the administration is normally the responsibility of an Assistant Head Teacher. In two or three schools there is a Library Committee which meets and recommends what should be bought. The general practice is that each subject department is given a fixed sum and makes its own choice of what should be purchased. In some of the schools, however, there is not this degree of organisation and there is no recognisable pattern to the way the material is chosen.

In the District's sixty-four primaries only the one and two-teacher establishments and five of the larger schools have central libraries. Their material is nearly always selected by the Head Teacher who may consult the staff.

The services offered by the School Library Service Unit include:

(i) *Exchange Collections.* At any one time of the year there are approximately 35,000 books in primary and secondary schools which have been placed there by the Unit. These are exchanged three times each session. Each school is told when the exchange will be made and, a fortnight before, it is asked how many books it wishes and in what areas, e.g., subject, age-range, fiction, non-fiction. The School Library Service staff then makes up the package for each school.

There is no set figure of exchange stock given to each school although it works out at a minimum of at least two books per pupil. However, with the smaller primaries it is a far higher allowance and the Unit's policy in this regard is very flexible.

(ii) *Project Kits.* There are two types of kits—those which are pre-packed and those which are assembled to order. The former numbers around fifty and includes audio-visual material. There are approximately 30/40 items per kit. The latter can be made up on request from the stock available to the School Library Service. Normally, the Divisional Adviser in Primary Education is consulted over the contents. With both types of kits fourteen days' notice is requested on ordering and the loan time is one term but can be extended. This service is only for primary schools.

(iii) *Audio-Visual Media.* A wide range of audio-visual media for lending to all schools is available. The majority of the material which includes filmstrips, slides, audio cassettes etc. is suited to primary schools and SI and SII. There are about 1000 items many of which had been given to the Service by the Divisional Advisers who had accumulated the material over the years. This stock is now added to annually by the Unit. The loan period is two weeks.

(iv) *Sixth Year Studies Material.* A stock of the more frequently requested items for Sixth Year Studies work is also available. If neither the School Library Service nor the District Libraries have the material which is being sought then use is made of the British Library Lending Division.

(2) *Catalogues*

No lists are circulated amongst the schools. Therefore, knowledge of the School Library Service and its holdings is passed on by word of mouth.

Of course, with the Unit being based at the Angus Teachers' Centre, which is frequently used for meetings, in-service courses etc., many teachers are able to see for themselves what is held there.

(3) *Order and Delivery*

Teachers may call, telephone or write in their requests to the School Library Service. There is a variety of delivery methods:

(i) the District Library Service Van which spends two days each week delivers on behalf of the School Library Service;

(ii) the Divisional Advisers who are based at the Angus Teachers' Centre sometimes take out material;

(iii) librarians from the District Libraries occasionally visit the schools;

(iv) infrequent use is made of the Post Office;

(v) teachers may call at Friockheim themselves;

(vi) both Alexander's and the Greyhound Bus Services are used. Packages are sent via the buses to local shops which act as agencies for the bus companies. The teacher then picks up the item at the shop.

(b) Dundee District

The School Library Service which is provided on an agency basis by Dundee District Libraries for the Dundee Division of Tayside Regional Education Department has its base in the Central Library, the Wellgate, Dundee (Dundee 23141 Ext. 336). The administrative work of the School Library Service is organised by a professional member of staff on a full-time basis with further responsibilities shared by the District's Assistant Chief Librarian (Youth Services) and Senior Librarian (Youth Services). Every summer two library assistants are appointed on a temporary basis. Five of Dundee's secondary schools have qualified librarians and although the Region's policy is to make similar appointments in the remaining eight secondaries this has not yet been done. At present, the policy is to move the librarians around the schools when the need arises.

(1) *School Library Service Material*

The stock is chosen by the staff at the Central Library, mainly by the Senior Librarian (Youth Services). Advice does come in from the school librarians but there is a low level of response from schools despite the fact that their ideas and suggestions are sought. No items are put into the Service by any outside bodies and so all the material is bought with the grant given by the Education Department. There used to be a central catalogue not of all the secondary schools' holdings but of the stock which the School Library Service held. However, because of the lack of staff this has not been maintained although a list is still kept of all the books belonging to the Service which are in the schools. The individual schools all receive the usual *per capita* allocation, part of which if they wish can be spent on the upkeep of the library. It is quite possible that no money will go towards the library. The schools themselves do not order their own material through the Service but do so directly from their own supplier who has the Regional contract.

All the secondaries have a permanent library. In those with a librarian, the librarian normally contacts each Principal Teacher and asks for requests for material to be bought by the library. If a subject department does not respond then the librarian will make the selection on its behalf. In those secondaries without library staffing, where administration is normally done by a teacher of English, there is a whole variety of ways by which additions are made. However, only one or two of them ever ask advice from the Central Library staff and contact with these schools is, not surprisingly, minimal.

In the District's 62 primaries the choice of library stock is usually made by the Head Teacher who may consult the School Library Service or the Advisers in Primary Education before making any purchases. Quite a few of the primaries have central as opposed to class libraries, the deciding factor in the choice appearing to be the attitude and interests of the Head Teacher.

The School Library Service material falls into the following categories:

(i) *Supply Stock.* Every year the Service adds about 1000 items to the library of each secondary school. These books remain there at the school on what is virtually permanent loan. Every summer there is a stock check by the school librarians, assisted by two temporary library assistants from the School Library Service. Following this inventory the books which have fallen into disrepair are removed and in the autumn replaced by new editions.

(ii) *Project Kits.* These kits which can be assembled from the 5000 volumes in the project collection are suitable for primaries and SI and SII. None of the kits are prepacked and they are all compiled according to individual requests. The kits, which consist of a dozen or so items, are mainly books and there is little non-print material. The loan period is one term but can be extended if the items are not needed elsewhere. During 1977/1978 only 32 primaries and seven secondaries used this service and it is clear that if there was a heavy demand then the strain would be very evident on the School Library Service.

(iii) *Class Visits.* Visits are encouraged from both primary and secondary schools but most use is made by senior classes in the primary schools. Groups are taken on guided tours and given basic library instruction either at the Central Library, Dundee, or at any of the branch libraries. Notification of this service has been given in the *Weekly Bulletin* from the Education Department.

(iv) *Sixth Year Studies Requests.* Specialist material is held by the Service for Sixth Year Studies students. If any requests cannot be met from the stock in the local district libraries then use is made of the British Library Lending Division.

(2) *Catalogues*

No catalogues or lists are distributed to the schools. News of the Service is passed on by word of mouth.

(3) *Order and Delivery*

Teachers may call, telephone or write in with their requests. They may also contact their local branch library rather than get in touch with the Central Library.

The delivery method used is the District Library Van which takes the Supply Stock to the schools in the autumn and which throughout the year delivers the project kits to the nearest branch library where the teacher calls in and collects the package.

(c) **Perth and Kinross District**

The School Library Service offered by the Perth and Kinross District Libraries on an agency basis is housed within the Library Headquarters at 7 Rose Terrace, Perth (Perth 22318). The School Library Service staff, who also have responsibility for the District Junior Libraries, includes a Children's Librarian and two Library Assistants. There are 87 primaries and 11 secondaries in the area and, within the secondaries, there are three qualified librarians and two library assistants. All Junior and School Libraries stock is held and used jointly (i.e., there is no distinction drawn in this regard between the material for the Junior Libraries and that for School Libraries).

(1) *School Library Service Material*

The stock for the School Library Service is bought from the allocation of money provided annually by the Education Department of Tayside Region. The choice of the new material is made by the Children's Librarian on the basis of requests from teachers and knowledge of what has been used and is popular with the schools. No other individuals or groups, e.g., Advisers, add to the holdings of the Service. Books which are the property of individual schools are neither catalogued nor listed centrally and orders for the purchase of these books are not formerly channelled through the District Libraries. Books for the schools' own library stock are purchased by money from the *per capita* allowance and/or, occasionally, from school funds which have been raised by a variety of methods.

Each secondary has a permanent library in the sense that there is a central book collection, consisting of the stock supplied through the Agency service and the books purchased for the school's own stock, based in an area designated as a "Library" but which, in some of the schools, also serves as a classroom. All the secondaries have a teacher who has specific responsibility for library administration and where there is a librarian the two work closely together. The procedure for adding to the library is that each Principal Teacher is given a cash allocation and decides what should be bought. It is part of the school librarian's job to ensure that each subject department uses that allowance and that, therefore, the library is truly representative of the curriculum. However, frequently, this is not the case because not every Principal Teacher makes use of the grant given.

In the primary schools the material for the schools' own stock is normally selected by the Head Teacher or someone who has been given responsibility for book provision, usually an Assistant Head Teacher. Very few of the primaries have central libraries, the majority having class collections. Books supplied through the Agency service are selected from District Libraries stock (including School Libraries stock) by the District Schools Librarian and the class teachers.

The School Library Service stock falls into a number of categories:—

(i) *Project Kits.* These are available to all the primary schools and are assembled according to individual requests. There is a large collection of book material from which a selection is made and usually there are about 10/20 books in each package which is prepared by the library staff. There is no time limit stipulated for the loan period and none of the kits is pre-packed.

(ii) *Exchange Stock.* The larger primary schools have exchange stock delivered twice a year. The number of books involved may be anything from 300 to 1000 depending upon the size of the school roll. The smaller primaries have stock exchanged three times a year and the number of books that goes to each school varies. Under the original scheme in 1959 provision was to be made on the basis of two books per pupil but today the Service is more flexible, and is more generous to the smaller schools. Delivery to all the primaries is by the

"Exhibition Van" (which enables both the teacher and children to come in and browse before making their selection), or by the District Libraries Delivery Van.

The secondary schools also receive exchange stock, normally 600/700 books, which is changed once or twice a year. However, the selection for each school is made at the District Library and is delivered to the school. Teachers do not select the books themselves.

(iii) *Sixth Year Studies Requests.* Requests received from schools are met either from stock at Headquarters or by purchase of new stock, or if necessary, through the national and international interlending schemes.

(2) *Catalogues.*

No catalogues or lists are issued. Availability of books is discovered either by use of the request service or by discussion between School and Libraties staff.

(3) *Order and Delivery.*

Delivery of stock, project and any other material is by one of the following methods:

(i) the Exhibition Van for some of the Exchange Stock;

(ii) the Project Kits and the remainder of the Exchange Stock, in so far as is possible, by one of the Libraries' vehicles;

(iii) Divisional Advisers call on the schools;

(iv) teachers call personally;

(v) occasionally Alexander's Bus Service which drops the items at the local shops which act as agencies. These are then picked up by the schools;

(vi) very infrequently, items are sent through the post.

Western Isles Islands Area

The Western Isles is the official name for the Outer Hebrides, the chain of islands off the north-west coast of Scotland stretching down from Lewis in the north through Harris, North Uist, South Uist to Barra in the south, a distance of over 130 miles. Before regionalisation, this area was administered as part of the counties of Ross and Cromarty and of Inverness. Today, there are 50 primary schools, 13 combined primary and secondary schools and two separate secondary schools.

It must be remembered that the topography and economy of the region create peculiar problems. It is to be stressed that the Isles, compared with the central belt of Scotland, are economically poor and sparsely populated. Dealing with a small population (29,700) in a large area necessitates that a significant proportion of the money from the Education budget be spent on travel, hostel accommodation, itinerant staff etc.—items that do not figure to any great extent in the expenditure of regions with a large population in a small area.

1. TEACHERS' AND RESOURCES CENTRES

(1) **Rosebank Resources Centre** (Stornoway 4010)

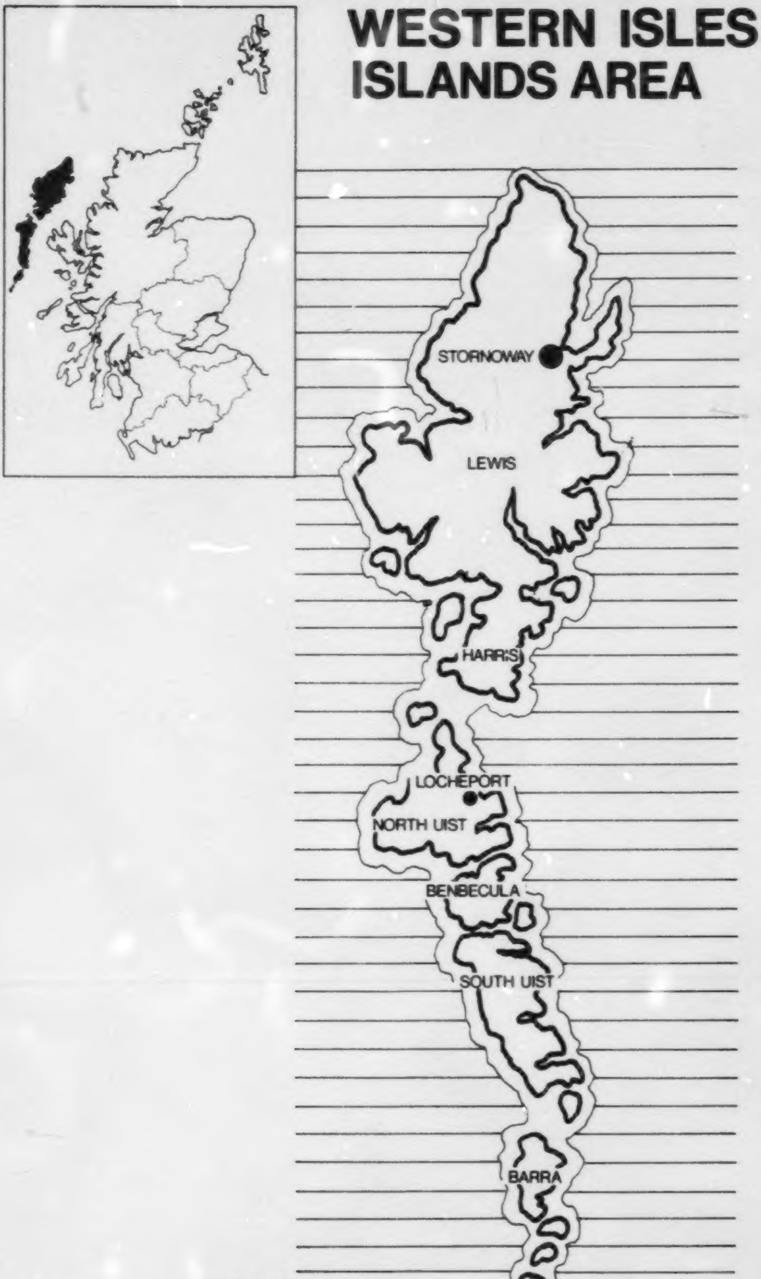
This Centre which has just come into existence is housed in "Rosebank", a former Council building, in Church Street, Stornoway. It shares the premises with a Bilingual Project team, a Community Education Project Team, a Staff Tutor and the local radio station (Radio Nan Eilean). There is, as yet, no full-time staff with responsibility solely for the Centre. The administration at present is handled jointly by the Secretary of the Bilingual Team and the Secretary of the Community Education Team.

There is a fairly extensive range of primary resources available, both book and non-book material. Many of the items are Gaelic productions of the Bilingual Team. It is intended that the Centre, however, will also stock secondary resources, and capital expenditure on equipping Rosebank with multi-media hardware has been approved.

(2) **Claddach Kirkibost Resource Area** (Locheport 634)

This is a former school in North Uist which serves, for a small group of teachers, as a resource area for the Bilingual Education Project at present in its fourth year. (This is the same Bilingual Education Project mentioned in connection with the Rosebank Resources Centre.) There is no full-time staff at this centre but two fieldworkers on the Project in the Uists use it as their base where material can be prepared and stored and, also, as a meeting place. An Art teacher has recently been seconded and now works

WESTERN ISLES
ISLANDS AREA


STORNOWAY
LEWIS
HARRIS
LOCHEPORT
NORTH UIST
BENBECULA
SOUTH UIST
BARRA

full-time from this centre. Reprographic equipment is housed there and there are facilities for making tea and coffee. All the holdings are in Gaelic, and while the centre is open to all teachers, only those actively engaged on the Project would find items there of direct use to them in the classroom.

(The Project has four full-time employees. The Director is based in Stornoway, there is one fieldworker in Lewis, and there are the two Uist fieldworkers. The work involves the preparation of material, kits, projects, in Gaelic for primary school pupils It is due to end in 1981).

Meetings of teachers are seldom held in either of the centres but usually take place, for reasons of convenience, in schools or the Council Offices in Stornway (Stornoway 3773).

2. ADVISERS

It must be noted that, unlike all the other regions/authorities created in 1975, the Western Isles found itself with few Advisers once the old County Council system disappeared. This was because most of the Advisers whose responsibilities included these islands were assigned to the new Highland Region. Therefore, with the exception of Primary Education, Physical Education and Technical Subjects, the Authority had to start from scratch and make appointments—and this at a time of severe economic cuts.

Today, the region has Advisers in Art, Gaelic, Music, Home Economics and Technical Subjects. The members of the Advisory team are secondary qualified staff but advise throughout all education sectors. There is little doubt that the subject areas with Advisers are better stocked in terms of materials and resources than those without. However, it is worth noting that, although there is no set budget for those subjects without Advisers, requests from teachers in these areas do get "reasonably sympathetic treatment". Money is made available for these subjects and it is distributed both as a result of specific requests and also following on the Directorate's personal observation of need. The members of the Directorate are all former teachers, and therefore, they can act in a partially Advisory function; and this they do in those subject areas without Advisers. It is a coincidence but the teaching qualifications of the Directorate are in those areas of the curriculum not covered by Advisers.

All Advisers have a budget allocation and are, therefore, more or less free to spend as they like within the limits of their budget. Most, if not all, of this allowance is spent on resources. (N.B. The Directorate frequently spends money to supplement the individual Adviser's allowance). Since the central resources centre in Stornoway where this software could be housed has just come into being (i.e., Rosebank Resources Centre), the resources are held in theory at present by the Advisers. However, lack of storage space at the Stornoway offices prevents this taking place in practice and what happens is that the resources are sent out to schools and tend to remain there. If they are transferred from one school to another, this is done either by the Adviser or by one of peripatetic teachers of whom the Western Isles has a number. This, in effect, means that a department in a school can benefit doubly—it receives software as a result of its own orders and also as a result of the Adviser's. This is not the case, of course, with those subject areas which do not have Advisers. Each Adviser keeps a list of the resources which he "holds" but this list is not circulated amongst the teachers. Instead, the Advisers rely on telling teachers informally when they meet and formally at the in-service days which are a regular feature of education in the Western Isles. However, any teacher uncertain about what is available centrally can contact the Adviserate in order to find out.

3. EQUIPMENT IN SCHOOLS

Only one school might be said to have a resources centre—the Nicolson Institute in Stornoway which is also the only six-year secondary in the Islands. The Institute includes on its staff an Audio-Visual Technician who operates the Isles' video-recording system. It is her responsibility to record all requested TV programmes for her own school, plus any requests made by any of the other schools in the region. It is also her job to distribute the video-tapes to the other schools and it is the Post Office that is nearly always used for this purpose.

Most schools with a VCR system have a basic stock of a dozen or so video-cassettes/tapes for recording programmes and these are exchanged as they come and go into the Institute. The audio-visual technician does keep a list of the tapes held by the schools in the area, but since these are being constantly changed it is not distributed and is kept purely for reference.

Nearly all secondary schools have colour television and a VCR/VTR. The exception is the Uists where colour reception has just become available and a programme of provision of sets and VCRs is now under way. Previous to this colour cassettes had been sent down from the Nicolson Institute. Even some of the large primaries in the Western Isles have VCRs. This dates back to the days of the old Ross and Cromarty administration when the VCRs were installed in quite a number of primary schools. In Harris where TV reception is bad and where a VCR is, therefore, of more use than a television set, the Western Isles Islands Council has expanded this policy and placed VCRs in many of the schools there.

The Education Authority trains teachers how best to use the VCRs. Usually one teacher from each school is sent to the Nicolson Institute where, for two/three days, they are under the care of the audio-visual technician who instructs in handling and simple maintenance. The teachers then return to their own areas and, in turn, pass on this knowledge to their colleagues. It is a simple system and, therefore, not surprisingly has worked well. There is also a Community Cinema Project, funded by the Western Isles Area Council, the Highlands and Islands Development Board, the Gulbenkian Foundation and the Scottish Council for Educational Technology, which has as one of its aims the instruction of teachers in the use of video-tape equipment and quite a few people have received their video-training through this programme.

Finally, the repair and servicing of all audio-visual equipment in schools is done by a Council employee (a qualified electrician) who is assigned in theory to the Authority's Administration Department but in practice spends a large proportion of his time with the Education Department. Should he have too much work or should he be unavailable, the technician at the Nicolson Institute can be used. Failing these two, a local commercial firm can be called in or the equipment sent to the mainland.

4. SCHOOL LIBRARY SERVICE

The Western Isles Area Council has no separate Department of Leisure and Recreation as have most authorities. These functions are the responsibility of the Education Department and, therefore, the Library Service, of which the School Library Service is a part, comes under the aegis of the Education Department.

There is a Children's Librarian who is responsible for the provision of all services to young people throughout the Isles including the School Library Service. She is based in the Library Service Headquarters in the Town Hall, Stornoway (Stornoway 3064), and has at her disposal the clerical staff of the Library Service. There is one school with a full-time Library Assistant, the Nicolson Institute, which is the only six-year comprehensive for the Islands. Library administration in the remaining fourteen secondary schools is undertaken by the clerical or teaching staff there with occasional supporting visits from the Children's Librarian (Lewis Castle School and College of Further Education does have a full-time Librarian Assistant but this is part of the Youth Opportunities Programme).

(1) School Library Service Material

The School Library Service is allocated an annual budget. From this fund, each secondary school receives a *per capita* allowance for resources and the choice of these resources is made by the teaching staff with advice from the Children's Librarian as required. What is selected remains within the school. Therefore, most of what the School Library Service holds is for the primary schools.

As regards the primary schools, the material is chosen and bought by the School Library Service and is available for all the schools in the Western Isles Area. This material which is held centrally falls into four main groups:

(i) *Project Boxes.* These contain both books and audio-visual resources dealing with specific topic areas;

(ii) *Audio-Cassettes.* These are mainly stories suitable for young children;

(iii) *Remedial Packs.* There is a collection of these for teachers, each pack being a book and a cassette, the latter containing the spoken word which is printed in the former;

(iv) *Separate items of audio-visual software.* These came about somewhat by chance. The new four-year comprehensive school at Tarbert, Harris, decided what audio-visual resources it wished to purchase. When the list was submitted to the School Library Service, it was agreed by the Education Department that the requests be bought not by the individual school but by the School Library Service. This had the advantage of making the items available to all Western Isles schools and thereby adding to the central stock of audio-visual material.

The ordering of new resources has in the past been done by the Children's Librarian and the Adviser in Primary Education. (There is no longer a Primary Education Adviser for recently he has been promoted to the post of Depute Director of Education, but he still acts in an Advisory capacity in the Primary sector). The Primary Education Adviser would decide the subject area of a new project, and the Children's Librarian then prepared from the commercial catalogues a summary of what material was available. They would then together choose those which seemed the most suitable books, resources, and the order would be submitted. It has been very, very seldom that a teacher has suggested project topics. This just does not seem to have happened.

(2) Catalogues

The School Library Service holds lists of most of its material. These lists are separate, i.e., there's one for the Project Boxes detailing not simply the topic but also what is held in each kit (and, therefore, what audio-visual material is contained therein), there is one for the cassettes, another for the remedial packs and another for the small number of audio-visual resources.

These lists are revised annually and the new editions sent to the Headteachers of the primary schools and the combined primary and secondary schools at the beginning of June. The two separate secondary schools do not know what is held by the School Library Service. They do not receive the primary lists; and the items of audio-visual software which would be suitable for them have been bought only recently and there has not been enough time yet to inform them of these new holdings.

Every remedial teacher on the Islands has received a list of the Remedial Packs available, and the Music Adviser, with the help of the School Library Service, has circulated annually details of the material centrally available within his subject area.

(3) Order and Delivery

At the same time as the Children's Librarian in June circulates the latest lists of holdings, she also distributes order forms for the coming school session. These have to be returned within a month, and so, by the end of June, she is able to draw up a booking list for the following year—for the Project Boxes, for the Audio-Cassettes, and for the audio-visual software in general. Each teacher is allowed *two* Project Boxes per school year, one held from September until Christmas, the other from New Year until Summer. There is the possibility of a third should anyone request it, but very few teachers in fact do so. It is important that the allocation of projects to schools be done before the end of June and the schools notified accordingly. This is because teachers holidaying on the mainland and further afield frequently want to know whether it is worth their while spending part of their vacation trying to pick up material which they would then be able to use in the succeeding terms.

The cassettes etc. are held by a school for a minimum of three weeks or for as long as they are needed provided there is no demand elsewhere for them.

Delivery is nearly always done by the Mobile Libraries for the Western Isles, of which there are four—one each for Lewis, Harris, the Uists and Barra. They visit on a three-weekly cycle. Teachers are also able to borrow any Remedial Packs and Audio-Cassettes, which are in the van when it arrives and which have not been ordered previously. Spare Project Boxes are not carried around by the Mobile Libraries. The Mobile Library staff, however, has details of which projects, if any, are still available and can accept requests for these from teachers. Should anything be required urgently, the Children's Librarian herself would go out with the order, but this does not happen often. Occasional use is made of the Advisers and other Local Authority employees for delivery. Even less use is made of the Post Office services.

(4) Addenda.

Within the past year, the Children's Librarian has personally visited all the schools in the Western Isles. The reason for this was her concern over the pattern of use of the Project Boxes available through the School Library Service (same schools, same requests etc.); and also her wish to give a personal description of what was available rather than rely solely on the lists distributed each June. This series of visits has had at least two results:

(i) schools which *never* responded in the past and had not used School Library Service material are now submitting orders. This year's response to the list of projects was so great that the School Library Service was unable to fulfil all school requests. New projects have had to be made up over the summer holidays in order to cope with the demand;

(ii) there has been a number of requests for new topics in the Project Boxes. This hardly ever occured before the visits and would seem strongly to support the Children's Librarian's contention that "you have to go out to reach the teachers, for the lists certainly don't attract them".

Glossary

BBC: British Broadcasting Corporation.

British Library Lending Division: This Division of the British Library supports libraries in the United Kingdom providing a supply of loans or photocopies of items which they do not hold.

CSE: Certificate of Secondary Education. A subject-based examination usually taken at the age of 15 and administered regionally by boards in England and Wales, with the option for schools of external or internal syllabuses and assessment. Some, but not many, schools in Scotland encourage their pupils to sit this exam. The highest grade awarded is normally regarded as the same as a pass at 'O' grade of the SCE (q.v.).

EA: Education Authority.

EFVA: Educational Foundation for Visual Aids.

FERC: Fife Educational Resources Centre.

FETV: Fife Educational Television Service.

HMI: Her Majesty's Inspector of Schools.

HMSO: Her Majesty's Stationery Office.

Infant School: A school for pupils aged 5 to 7 years; it is sometimes part of a primary school and sometimes a separate school.

In-service education: Continued education and training of serving teachers.

ITV: Independent Television. This is a term frequently used to refer to any of the fifteen independent television companies in the U.K. and their productions.

JCP: Job Creation Programme. A scheme organised by the Special Programmes Division of the Manpower Services Commission designed to give work experience for up to one year to unemployed people. It terminated in December 1978.

Junior High School: A school for pupils aged 12 to 14 (or 16) years. It is a type of school found in the more remote areas of Scotland and may prepare pupils for 'O' grade work of the SCE (q.v.).

National Library of Scotland Lending Services Division: This Division of the National Library of Scotland supports Scottish libraries providing a supply of loans or photocopies of items which they do not hold.

Nursery School: A school providing education for children from 3 to 5 years.

OHP: Overhead projector.

P1, P2 etc.: P1 refers to the first year class in the primary school, i.e., that for those aged 5, P2 to the second year group, i.e., that for those aged 6, etc.

***Per capita* allowance**: An annual allowance allocated to schools by the education authority for the purchase of books, consumable materials, and equipment. This allowance is made on the basis of so much money per pupil, and the sum varies according to age.

Primary School: A school catering for children from 5 to 11 years.

Probationary teacher: A qualified teacher who is serving his (or her) first two years in teaching during which he (or she) must satisfy the General Teaching Council of Scotland of his (or her) proficiency as a teacher.

ROSLA: Raising of the School Leaving Age. In 1972 the school leaving age was raised from 15 to 16 years.

S1, SII etc: S1 refers to the first year class in the secondary school, i.e. that for those aged 12; SII refers to the second year class, i.e., that for those aged 13, etc.

SCE: Scottish Certificate of Education. A subject-based examination administered nationally in Scotland. Ordinary ('O') grade is normally taken at the age of 15/16 (at the end of SIV) and Higher ('H') grade at the age of 16/18 (at the end of SV or SVI).

Secondary School: A school intended to provide education for children from the ages of 12 to 18 years.

SED: Scottish Education Department.

SRA: Science Research Associates. Amongst other things this group produces reading laboratories which are collections of assignment cards and other devices designed to give practice in reading comprehension. The material is devised in accordance with some of the principles derived from the field of programmed learning.

STEP: Special Temporary Employment Programme. A scheme organised by the Special Programmes Division of the Manpower Services Commission designed to give work for up to one year to unemployed people aged 19 years and over.

Stimpson Report: "Non-Teaching Staff in Secondary Schools. Youth and Community Workers, Librarians, Instructors." A Report of a Working Party, under the chairmanship of Mr D. E. Stimpson, appointed by the Secretary of State for Scotland. HMSO, 1976.

SYS: Sixth Year Studies. A subject-based examination administered nationally and normally taken by pupils in their sixth year of secondary school following 'H' grade work in the previous year.

VCR: Video-cassette recorder. VCR is the trade name of Philips Video-Cassette Recording System but it is frequently used today to refer to any format of cassette of video-tape.

VTR: Video-tape recorder. This is essentially a generic term although, nowadays, it tends to refer only to open reel recorders.

YOP: Youth Opportunities Programme. A scheme organised by the Special Programmes Division of the Manpower Services Commission designed to provide unemployed youngsters between the years of 16 and 18 with work experience for up to one year.